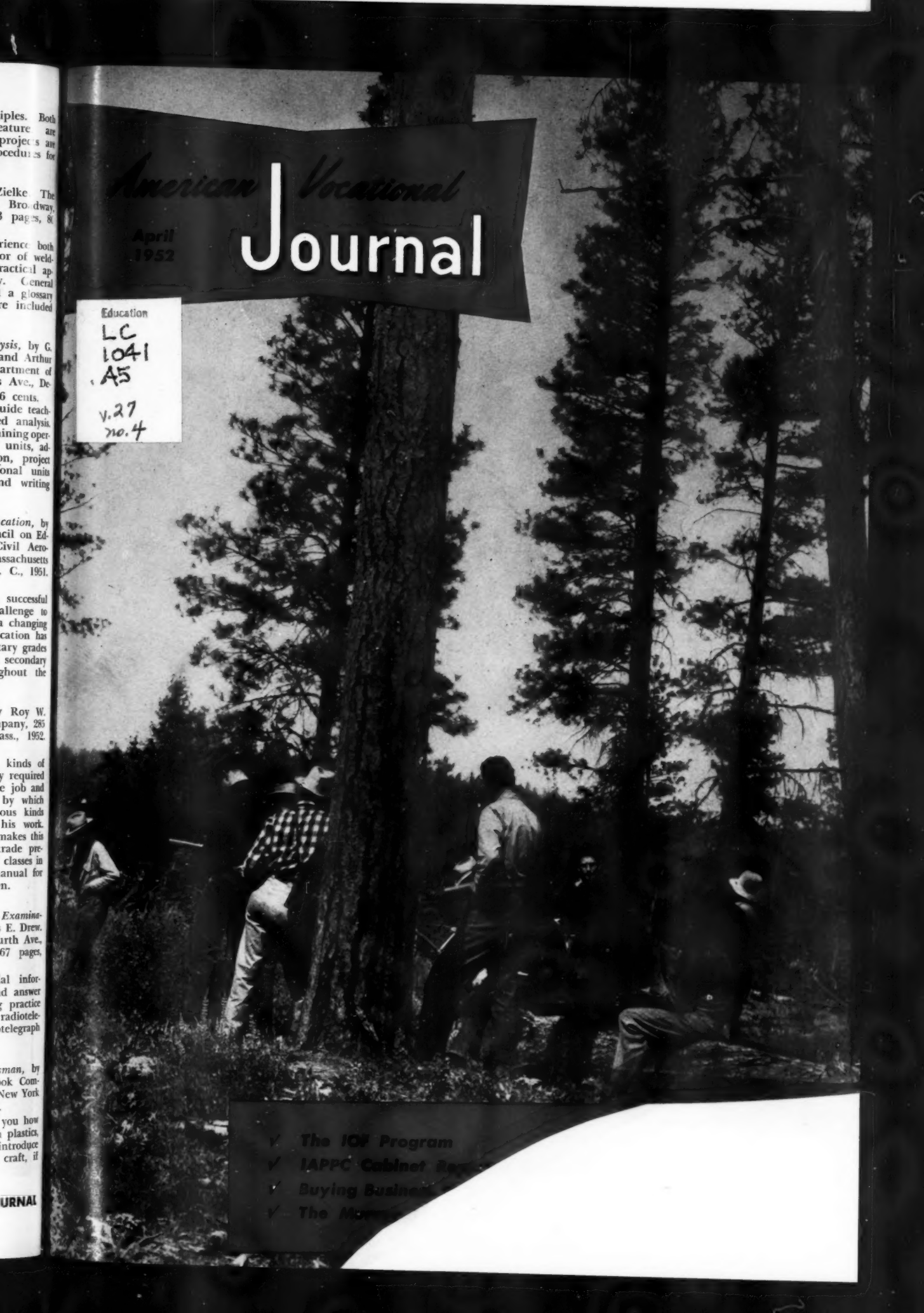
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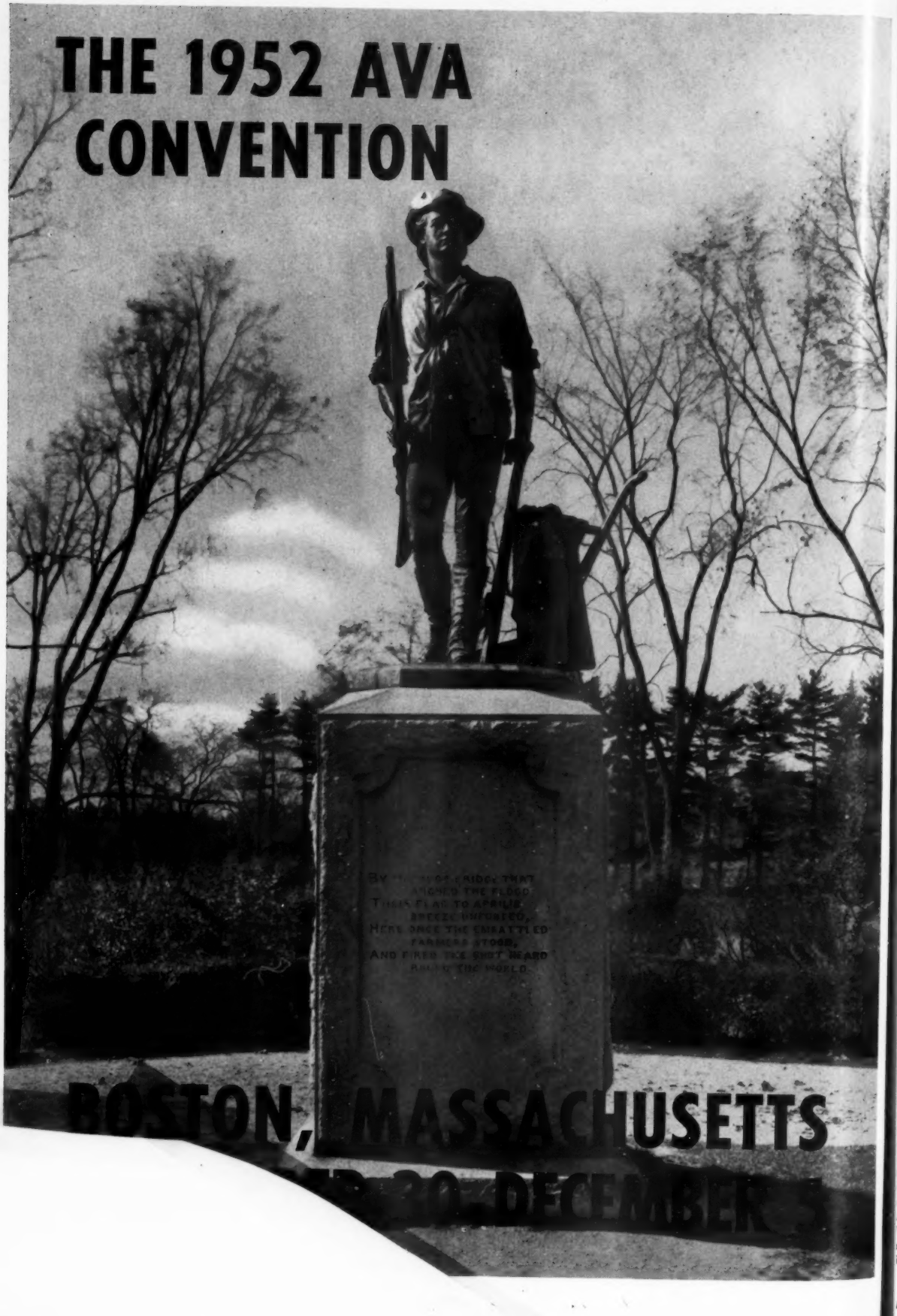
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Exclusive Coverage: VOCATIONAL AND INDUSTRIAL ARTS EDUCATION

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The American Vocational Association advances American education by developing economic competence of youths and adults. The Association promotes the professional interests of persons engaged in vocational and industrial arts education. It encourages full time and part time programs in these fields: agriculture, business, distributive, home economics, industrial arts, industrial education, rehabilitation, and guidance.

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COVER PHOTO

Forestry students at Iowa State College, Ames, spend 8 weeks in the summer at camp to participate in outdoor assignments. Vocational agriculture departments throughout the nation offer excellent programs of instruction for youth and adults in forestry.

GUEST EDITOR'S PAGE

big tent or side show?

MARK NICHOLS

AVA Vice President for Agricultural Education

Vocational education is an integral part of the whole educational program. As such it is an important feature of the main show conducted under the big tent of education. It is not a secondary side show or a Mickey Mouse comic strip. All who are professionally engaged in vocational education will agree on this. There is no such unanimity of opinion among all school administrators and teachers, however.

Educators are usually in agreement when it comes to general philosophy as to the purposes of education. The *Cardinal Principles of Secondary Education*, Chapman and Count's *Six Great Human Interests*, Bobbitt's *Tenfold Classification of Activities*, the *Four Groups of Educational Objectives* (established by the Educational Policies Commission), and others contain items of direct or indirect concern to vocational education. In some of them these are stated directly. In others they are implied.

While there seems to be general agreement on the philosophy of purposes, there is much disagreement among educators as to *modes operandi*. The type of vocational education to conduct in schools, when to teach it, where to teach it, how, by whom, how much, and why, are items upon which many do not agree.

General education and vocational education complement each other. Neither can say, *I have no need for thee*. This is still a "world of work" and a substantial part of the work is done by people who can profit by vocational training. The tools of learning acquired in general education are indispensable to satisfactory achievement in vocational education. General education and vocational education are both greatly concerned with developing attitudes, interests and ideals of desirable behavior and good citizenship, as well as high spiritual and cultural appreciations. Many educators and others still have the idea that vocational education deals only in manipulative skills and related technical information. This is far from the truth. Vocational educators recognize that there must be a desirable person in the worker in order for him to do desirable manipulative jobs on a sustained basis.

Perhaps too many educators, both general and vocational, are still in the category of the Six Blind Men of Hindustan who went to behold the elephant. We are apt to think of education in terms of its ear, its trunk, its leg, its tail, or other feature of the anatomy which may fall within our grasp. A clearer perspective is often needed as to what constitutes the whole educational elephant.

Most of the divisions in vocational education have day, part-time and evening programs. A high percentage of day programs deal with high school youth where occupational guidance, skill training and fundamental understandings are featured. Many part-time programs are aimed at aiding post-high-school youth to become successfully established as workers, and the evening programs help adults to continue to make satisfactory progress in their chosen field of work.

The majority of such programs are conducted in the public secondary schools. If these programs, and especially those for post-high-school enrollees, are to make their greatest contribution, they must have the active support of the local school board, the superintendent and the high school principal. Some local administrators whole-heartedly support vocational day programs but maintain "big mental blocks" when it comes to post-high-school vocational education. These mind blocks soon disappear, however,

(*Continued on page 25*)

FROM AVA HEADQUARTERS

As THIS is being written, Congress is considering appropriations for the various governmental agencies. There is a strong sentiment for reducing appropriations, especially of those agencies that are not definitely designated as essential and vital to our nation's security program.

George-Barden Appropriations

Hearings on George-Barden appropriations have been completed in the House and copies of the hearings are now available. They are printed in three volumes, two of which contain testimony dealing with vocational education. Copies of the hearings (Department of Labor-Federal Security Agency Appropriations 1953) may be obtained by writing to your Congressman.

The appropriation bill which carries George-Barden appropriations for 1953 will be reported on the floor of the House of Representatives on Tuesday, March 25. The House subcommittee that handles vocational appropriations has again, as it did last year, recommended deletion of the entire appropriation for distributive education. It is hoped that the Senate will restore the appropriation for distributive education, as it did last year.

On March 11, Senator Walter F. George, of Georgia, and AVA President Harry C. Schmid testified before the subcommittee in the Senate that handles appropriations for vocational education. Both requested the full $29,301,740 authorized by the George-Barden Act. Both witnesses were well received. Excerpts from Senator George's testimony appear on page 28 of this issue.

A number of other Senators, including Murray of Montana, Humphrey of Minnesota, Monroney of Oklahoma, and Stennis of Mississippi, are requesting the full authorization.

At this stage the outcome on appropriations is anyone's guess. Throughout the nation efforts are being made by friends of vocational education to keep Senators and Congressmen informed of the importance of this phase of education and the need for additional federal funds.

Educational Benefits for Korean Veterans

On March 6, A. P. Fatherree, Mississippi, and Charles W. Sylvester, Maryland, testified before the House Veterans' Affairs Committee in the interest of getting educational benefits extended to veterans who have served in the armed services since the beginning of the Korean conflict. The articles on pages 4 and 32 tell the story of the splendid job they did for the AVA before this important committee.

Indications are that legislation extending educational benefits to veterans serving in the armed forces since June 27, 1950, will soon be provided. The benefits will most likely be about the same as those provided for veterans of World War II.

Civil Service Retirement

H.R. 2868 (introduced by Fred Marshall, Minnesota) and S.1019 (introduced by Z. N. Ecton, Montana) are companion bills which propose to amend the Civil Service Retirement Act. The intent of the bills is to make it permissible for federal employees who, before entering the federal service, worked in the vocational education program or in certain other federal-state programs, to obtain retirement credit for the years spent in such employment of a state or state instrumentality.

The Senate bill has been referred to the Committee on Post Office and Civil Service, which is headed by Senator Olin D. Johnston of South Carolina. Hearings have been held but as of this date no action has been taken by the committee. The House bill is pending before the Committee on Post Office and Civil Service, the chairman of which is Tom Murray of Tennessee. No hearings have been held or scheduled in the House and thus no action has been taken on the bill.

If this legislation is enacted into law it will be one step toward the goal of many vocational teachers and officials who would like to see civil service retirement status extended to vocational teachers on the same basis that it is made available to county and state agricultural extension workers.

There are at present quite a large number of former vocational agriculture teachers and officials who are employed by the federal government. They are given no credit toward retirement benefits for their previous service. At the same time, there are a large number of persons employed by the federal government who worked in states and local communities in state-federal programs who are eligible for retirement benefits under the present provisions of the civil service act. Many present and former vocational workers want to see retirement benefits placed on an equitable basis and are therefore anxious to see the civil service act amended as provided by the two bills mentioned above.

Membership in AVA

We are happy to report that the AVA membership total at the end of the month of February was several hundred ahead of the total for February last year. We sincerely hope that you are doing your full part in helping to expand membership in the AVA. When a vocational or industrial arts teacher or official joins the AVA, he is making an investment in his own professional future.

Executive Secretary
American Vocational Association, Inc.
Washington, D. C.

The IOF Program:

SHORTCUT TO IMPROVED FARM LIVING

Editor's Note: **The Institutional On-Farm Training Program has benefited millions of America's veterans. This story contains excerpts from statements presented to the Veterans' Affairs Committee of the U. S. House of Representatives by A. P. Fatherree, Mississippi State Supervisor of Agricultural Education. It tells briefly of the accomplishments in Mississippi. Similar results have been achieved in many other states.**

Mr. Fatherree did an excellent job of testifying in behalf of the American Vocational Association.

A. P. Fatherree

THE INSTITUTIONAL ON-FARM Training Program has been very beneficial to World War II veterans by assisting them to become established in agriculture.

After gaining technical information and developing skills, they have put to use many improved farm practices. They have gone far in raising the standards of living for themselves and their families. In Mississippi alone 38,057 veterans have been enrolled in the program during its operation. To date their increased net farm income as a result of instruction has been well over 30 millions of dollars in 1950. During the past 5 years, the increased net income of veterans enrolled has amounted to approximately 150 millions of dollars. *This is almost twice the total cost to the government.*

To further illustrate the benefits, 10,033 farms have been purchased at a total value of $24,104,132.50 and dwellings constructed have amounted to $9,573,808.27 with other buildings and repairs to buildings equaling $13,972,783.44. In addition $15,756,040.64 worth of home appliances were purchased. Livestock purchased amounted to $16,591,746.06. Farm machinery topped the list of expenditures with $26,128,508.89. Adding $4,583,796.20 for increased value as a result of repairs, gives a total for farm machinery of over $30,000,000.

Looking at some of the practices carried out, we find that 11,003 pure bred dairy cattle, 8,348 pure bred beef cattle and 18,172 registered hogs were purchased. To further improve their livestock, 91,581 dairy cows, 109,061 beef cattle and 72,129 sows were bred to pure bred sires.

The trend in farming is somewhat depicted by the pasture improvement program with 201,034 acres mineralized and seeded; 358,694 tons of minerals were applied. Supplementary pastures amounted to 408,260 acres and 662,913 acres of permanent pastures were maintained.

***"The educational program has prevented serious national problems of unemployment, unrest and dissatisfaction among veterans."*—Rep. Olin E. Teague (Texas), Chairman, House Select Committee to Investigate Educational and Training Programs.**

As a result of the training, 15,580 homes were painted; 12,530 more families are enjoying the benefits of rural electrification; 3,927 additional families can take baths in their own bathrooms; and 9,333 have installed running water in their homes.

Eleven thousand three-hundred seventy enrollees have purchased tractors, and over one-half million pieces of farm machinery have been repaired or constructed. There is no way to estimate the amount of money that has been saved by enrollees through instruction that has been given in the operation and maintenance of farm equipment.

Conservation of natural resources has not been forgotten. The accomplishments in this field are encouraging: 6,524,847 pine seedlings were set out, fire breaks were constructed on 691,555 acres, 12,631 farm ponds have been constructed, 53,105,256 linear feet of terraces have been constructed, Sericea Lespedeza was established on 36,195 acres and Kudzu on 14,909 acres.

In the production field the records show that 51,400 acres of corn were planted according to the 100-Bushels per acre plan in 1950. Their average per acre yield was 67 bushels while the state average was 26 bushels per acre. In 1946, the average yield of corn for veterans enrolled in the Institutional On-Farm Training Program was 18 bushels per acre. This average increased to 22 bushels per acre in 1947; 27.3 bushels per acre in 1948; 28.83 bushels per acre in 1949; and 35.5 bushels per acre in 1950.

These are only a few examples of accomplishments. The benefits of this education will continue throughout the lives of the veterans and will spread to neighboring farmers.

Results as indicated in Mississippi are probably about average for the nation considering enrollment. They indicate that the Institutional On-Farm Training Program has been very worthwhile and has added greatly to the total economy of the nation. It has also given veterans a much needed lift in becoming rehabilitated and re-established in farming.

We strongly urge the Congress to extend all the educational benefits available to veterans of World War II to veterans who have and will serve in the armed forces on or after June 27, 1950 and prior to such date to be fixed by the President and Congress. We further urge that the educational institutions be given the full responsibility and authority for the educational program.

We also recommend that the advance payment provision be written into the law and that it allow a 100 per cent advancement on tuition based upon a budgetary estimate rather than upon previous costs determined from cost data for some prior period. It is very cumbersome and time consuming to determine tuitional cost for future periods, based upon past costs. The cost data requirements, according to present regulations, will run into several hundred pages and take several man years to prepare. After this determination is made, it is found that the data is insufficient to justify costs due to changing conditions and fluctuation of enrollment.

There is ample precedence for operating programs by this procedure. For example, the states operated Defense and War Training Programs in World War II which were totally financed by the federal government

Above: Veterans, through IOF training, become skillful in preparing land for pasture. Center: Many vets have formed coops to purchase baby chicks, feeds, and other farm supplies. Opposite: Participants in a state grazing contest for veterans.

Veteran farm trainees are adopting improved forestry practices. Here a fire break is measured for accurate width.

under such a procedure. The federal government, through the United States Office of Education, is making 100 per cent advance payments to the states in the operation of vocational education programs. This procedure has been followed since 1937 and as far as we know, the federal government has never lost one dollar as a result.

Because of the magnitude and fast development of the Institutional On-Farm Training Program, there have been some problems and difficulties to arise in its administration. Neither the Congress, the Veterans Administration, nor the secondary public schools of the states could anticipate all of the problems or the magnitude of the Program prior to the enactment of P.L. 246 and P.L. 377 which delegate the authority for the administration of the benefits to the Veterans Administration and the administration of the educational program to the public schools of the nation. It has been a hard task for the Veterans Administration and the various states to agree upon policies and procedures under which to operate the Program with the new and changing conditions that have existed.

Uniform Regulations Requested

There is no uniformity in the program between the various states and regional offices. This applies to cost as well as to standards for training. There is a great variance in the approved items of cost in the different states. Some states are approved to pay local school superintendents for administration while other states are not; some states are approved to pay vocational agriculture teachers for local supervisory cost while others are not; some states are approved to pay travel for local administration and supervision while others are not; some states do not have any limit on expenses for instructional supplies while others do; some states are allowed to classify certain items of material as consumable instructional supplies while other states are forced to classify the same items as capital equipment; some states are limited in the amount to spend for instructional supplies while others are not; some states are limited in state supervision while others are not; some states are allowed to supply farm books and magazines to trainees while others are not; some states have much higher educational standards for instructors than others. These and many other such items bring about untold confusion. In addition to these various differences between the states, the Veterans Administration makes regulations and policies which are often retroactive in effect. This also causes confusion.

It would be advisable to have a board composed of vocational education personnel to work with the administrator of the Veterans Administration in setting up policies and regulations.

For this, we would suggest one state supervisor from each of the four agricultural education administrative regions of the United States and the Chief of the Agricultural Education Service in the U. S. Office of Education. We feel that such a board could develop uniform policies and regulations with sufficient flexibility to allow operation in any state.

Elimination of Abuses

The American Vocational Association does not want to see abuses nor irregularities in the administration and operation of the Institutional On-Farm Training Program. AVA does not condone in any way abuses that have occurred in the past. We pledge ourselves to fight any attempt on the part of anyone to use the program in an unethical manner for personal gain. We also look with disfavor on laxness of standards that would prevent enrollees from receiving the best quality of instruction. We know that the leaders in our field can and will conduct a sound, high standard training program if permitted to do so and if tiresome negotiations are eliminated.

We in agricultural education are ready, willing and anxious to offer all the vocational agricultural facilities of the public schools, including buildings, equipment, and personnel, to continue the Institutional-on-Farm Training Program for World War II and Korean Veterans, but we are strong in our convictions that the education must be given without interference from the Veterans Administration.

The Veterans Administration should certify the veterans for training and pay the total costs. The educational institutions should give the training with complete control.

Veterans are upgrading their standard of living by constructing modern, well equipped farm homes for their families.

REQUIRED MILITARY SERVICE

...does it affect your school?

ALL BOYS who graduate from our high schools must eventually enter the service if they are physically and mentally fit. Required military service should affect every high school. Careful plans must be made to help boys understand military requirements and to encourage them to continue preparation for a vocation. Young men who have worked at trades, taken trade training, or completed a year at college, will have a better chance to follow their vocation or a related field of the service. They will also be of greater value to the armed services because of their additional training and experience.

According to information secured from the Director of the Selective Service, those graduating from high school who plan to attend college should enroll at their earliest opportunity. Most eighteen year olds will have the opportunity to attend for a year regardless of any test results, since the eligible list of 19 year olds and above must be exhausted first. However, all boys must register within six months after they become 18. The fall quota for induction of 19 year old graduates was comparatively small but we can expect an increased rate of induction. This may make it possible for most graduates who want to enter college to attend the summer session or possibly the fall or winter terms.

After entering college and after completion of the first semester or quarter, students are eligible to take the test to qualify for deferment. They may also remain till the end of the academic year if their induction has not been postponed or deferred before. These statements imply that the non-college 18 year olds may secure some valuable job experience, begin apprenticeship, or go to trade schools for a period extending from a few months to possibly as long as a year.

A few weeks ago, I listened to a young Canadian soldier talk with some of our servicemen. He told them he was planning to "buy out" of the Canadian Army so that he could join their Navy. One of the American boys said, "If I could 'buy out,' I'd have 'Ma' sell the homestead, the farmstead, and even the bedstead. I'd give a thousand dollars or even five thousand to keep from getting shot at." These young men were talking about a few of the factors which were bothering them. This story illustrates that these fellows, who might have been members of your senior class, needed advice. Seniors need to discuss many personal problems related to required military service with trained counselors.

HOW WE CAN HELP THEM

The first thing we can do to help is to secure adequate counseling information including basic personal, scholastic, home, health, and test data. Testing programs which emphasize a well planned battery of interest, academic aptitude, achievement, special aptitude, and personality tests give added information for counseling and also give boys experience in taking tests. Boys who do well on all tests will have better opportunities for promotion in the service. Others who show specific aptitudes and interests may profit most from trade training or direction toward research. To some we should point out the need for wide experience and background since narrow experience in an area may definitely limit test results, regardless of innate ability. To others we should point out the need for a narrowing of experience into one area, aiming at the development of research or technical skills.

Secondly, this can be done by means of group units on personal, vocational, educational, and other problems. Group guidance units are recommended since they enable us to help more boys in the time available; constitute a good place for self expression; and finally, provide excellent motivation for individual counseling. Group discussion of problems will be effective if based on a survey of actual problems of members of the group. Such well known devices as the *Mooney Problems Check List, Baker's Telling What I Do,* and the *S.R.A. Youth Inventory* can be used both for motivation and direction.

The third means of helping boys solve their problems is by individual counseling. Counseling helps boys bring out into the open the uniqueness of their problems. Some boys have two parents, some only one, and a few have none. Boys who have plans for marriage, own a business, or have plans for entering a business, have different topics for discussion.

Assigned periods for counseling are a *must* in guidance. If these are not provided, many boys who need help will never receive it at school.

Fourth, the curriculum of the school must give some boys as much science, mathematics, and English (with an emphasis on vocabulary) as they can digest. It must also give others a highly efficient trade school training at the high school and early post high school levels. Consequently there will be an increased demand for such courses as aviation mechanics, electronics maintenance and repair, machine shop, auto mechanics, electrical maintenance and repair, sheet metal work and welding. This instruction must be more functional than ever. The more closely it is related to actual work the more valuable it will be.

Our final and most specific suggestion comes from 75 agricultural instructors and counselors who met at the 1951 Montana Vocational Conference. After discussing the problems of war attitudes which interfere with study and projects, they concluded that efforts should be made to: give boys actual war participating and fatality statistics; show the percentage of boys who are now on farms who were in World War II; talk to their parents since they may be the real source of these problems; help them study service opportunities; give

(*Continued on page 10*)

By Dr. Truman Cheney, Montana State Supervisor of Guidance Services.

Dr. John Ludington, Dr. Gilbert G. Weaver, Verne L. Pickens, Dr. Chris Groneman, Dr. R. Lee Hornbake, Dr. Shriver L. Coover, Dr. M. D. Mobley, and Dr. Roy G. Fales at the IAPPC meeting. Dr. Stanley J. Pawelek, not shown, was also in attendance.

IAPPC CABINET REPORT

THE CABINET representing the Industrial Arts Policy and Planning Committee of the American Vocational Association convened in the AVA offices in Washington, D. C., March 12-14, 1952.

Members present included Dr. Shriver L. Coover, Head, Industrial Arts Department, State Teachers College, California, Pa., Chairman; Verne L. Pickens, Chairman, Division of Practical Arts, Vocational and Family Life Education, Kansas City, Mo.; Dr. Stanley J. Pawelek, Supervisor of Industrial Education, Baltimore, Md.; and Dr. Chris Groneman, Head, Industrial Education Department, Texas A and M College.

Additional participants were ex-officio members Dr. M. D. Mobley, AVA Executive Secretary; Dr. John Ludington, Specialist in Industrial Arts, U. S. Office of Education; and Dr. Roy G. Fales, Head, New York State Bureau of Industrial Arts Education, and AVA Vice President for Industrial Arts.

Dr. Gilbert G. Weaver, Director of Training, New York State Education Department, attended as Chairman of AVA's Committee on Research and Publications. Dr. R. Lee Hornbake, Professor of Industrial Arts Education at the University of Maryland and Industrial Arts Editor for the AMERICAN VOCATIONAL JOURNAL, attended as a member of the Editorial Committee for the revision of AVA's bulletin, *Improving Instruction in Industrial Arts.* Mr. Pickens served as Secretary for the cabinet meeting.

Dr. Mobley welcomed the group and discussed the present status of appropriations for vocational education. At the time of the Cabinet meeting the bill was still in the hands of appropriations subcommittees in both the House and Senate.

Considerable time was spent by the committee to determine plans for the improvement of contributions to industrial arts teachers from professional organizations. Suggestions were made relative to the action of legislative and publications committees.

Numerous plans were studied which might affect the growth and stature of the industrial arts profession. Suggestions were formulated concerning the industrial arts section meetings and IAPPC meetings in conjunction with the 1952 AVA Convention in Boston, Massachusetts, November 30—December 5. It was unanimously agreed that Dr. James Hammond, Director of Industrial Arts, State Teachers College, Fitchburg, Massachusetts, will render excellent service as General Chairman for the industrial arts sectional meetings.

Final editorial work was completed on the release of a bulletin, *Why Industrial Arts Teachers Should Join the AVA.*

It is anticipated that this bulletin, together with a folder on the structure of industrial arts in the United States, will be mailed to all industrial arts members of the AVA.

The last day of the meeting was devoted to a discussion concerning the AVA bulletin revision project *Improving Instruction in Industrial Arts,* with Dr. Groneman as Chairman. The final outline and general format of the publication was adopted by the group.

The committee decided to have another general hearing session at the AVA Convention in Boston.

There has been nationwide interest in this project and approximately 100 industrial arts teachers have made valuable contributions which will assist in the revised edition. This has been the most popular bulletin the AVA has printed and released in recent years.—*Chris H. Groneman.*

Vermont Promotes

DE FOR ADULTS

IN THE PROMOTION of distributive education for adults, it is good to remember that "successful salesmanship is that knack of selling merchandise that won't come back to customers who will."

Satisfied customers are the key to a program which will continue to grow from year to year. The first problem, then, is to establish the particular needs for courses of instruction in your state or community.

The state supervisor of distributive education and his staff, through study and observation together with the advice of key personnel, can establish a pattern of distributive education for adults on a long range basis. In order to meet most effectively community requirements, several years of development may be necessary.

It will be found, however, that certain courses of instruction will almost immediately become a fixed part of the plan. This has happened in Vermont with respect to courses in pre-Christmas salesmanship, refresher salesmanship, merchandising, and effective speech for distributive personnel.

After considerable experimentation, it may be found that other courses of instruction are difficult to sell. For example, early in our program, it was decided that

By John M. Morrow, Vermont State Supervisor of Distributive Education.

instruction in record keeping for small business would be one of the anchors of our plan. We are still certain of the need for this course but we have been unable to translate it into sufficient interest in the desired areas.

If we do not adequately establish the need for training in the minds of those who will participate, we are like the person who high pressures another into buying an article which he knows the customer does not need. When the unwilling victim has a chance to think for himself, he will surely resolve to avoid further business with the seller.

Once the need for a course is firmly rooted, a sound foundation for success is complete.

Let's look at a course which has become part of the long range program of DE for adults in Vermont. Titled *Effective Speech for Distributive Personnel,* this offering virtually sold itself when we called the attention of sales persons to the importance of the spoken

"Successful salesmanship is that knack of selling merchandise that won't come back to customers who will."

word. It was not so much a matter of selling as a matter of telling.

With the need established, the next step was to generate interest. It is well to remember here that acquisition of a qualified instructor and the best available instructional materials should precede this phase of promotion. Just as the best raw materials and craftsmanship are the trade mark of reputable merchandise, so the combination of excellent instructional aids and teachers results in satisfied students.

Our first point of interest in the speech course was established with local school authorities. When the local superintendent of schools had been "sold," he called in one of the community's leading businessmen who listened to the state supervisor's explanation of the value of the course. The businessman promised with enthusiasm to get the story to other distributive personnel in the community. I left the meeting with the feeling that he would sincerely generate interest with his fellows.

A week later, the superintendent informed me that a group of distributive persons wanted to meet with me to obtain more detailed information. Their questions were concerned with the schedule of meetings, the cost involved, and the length of the course. For the first time, the instructor actively entered the selling picture. He helped to "clinch the sale" by showing what the course could do. *His success was evidenced by the fact that 18 businessmen were enrolled immediately and the 20-hour course of instruction began 10 days later.*

The sale does not end when the clerk says thank you and the customer walks out of the store with his purchase. Similarly, the course does not end when the instructor says good night to his group for the last time.

Are they satisfied with their purchase? In Vermont, we try to determine satisfaction by sending evaluation sheets to students. This questionnaire is accompanied by a personal letter from the state supervisor and a certificate of course completion from the State Department of Education. The return is surprisingly good, possibly because we include a return, self-addressed envelope.

Comments are frank and to the point. As adults, the course participants know what they expected to get and they waste no words in describing their satisfaction or dissatisfaction.

One former member of the speech class said:

"The instructor presented his course very well and his insistence that members of the class try for continued improvement in the structure and delivery of their talks was very beneficial. The instruction was very forcefully presented and can not help being of value to every class member. I have already found use for much that was taught in this course and will be interested in participating in other courses presented in this adult distributive education program."

Any good selling job must begin with the establishment of need and proceed logically to the creation of interest and then on to the achievement of desire or conviction with the final goal that of determining satisfaction.

This process must be followed if a sound long range program of adult distributive education is to be organized and operated with maximum efficiency in the thousands of cities, towns, and villages in our country where the real needs for this type of education must be satisfied.

REQUIRED MILITARY SERVICE—*Does It Affect Your School?*

(*Continued from page 7*)

them the idea of preparation for a vocation to be followed after the war; have parents agree to carry on or complete projects if their sons are drafted; show them how better preparation may help them; and finally, they should be helped to see that there may be career possibilities in the service.

ACTUAL EFFECT OF REQUIRED MILITARY SERVICE

Since military service is mandatory, many normal boys will be under pressure to complete it as soon as possible. These students in our high schools must be helped to face the fact that many will have to enter the service.

Enlistment will be an acceptable "out" for boys who aren't getting along well in school. This may happen even though these boys may not be the best service prospects.

Expect an increase in the drop-out rate among boys in upper age group in high school. This is because of the consistent demand for workers at high salaries. This will probably be greater in industrial than in rural areas.

There will be an increased demand in our high schools for applied mathematics, science, vocational courses, and courses emphasizing vocabulary work. There may be a slight increase in the demand for modern foreign languages.

There will no doubt continue to be an increase in the number of high school girls marrying before or soon after graduation. We can expect an increased number of boys of older ages to marry before or after entering the service. There are definite implications here for group and individual counseling regarding these problems.

Counselors can expect more interest in the vocational phases of guidance and more in the personal problems area. There may be more pressure from a boy's family and his friends. Occupational choices which once were simple seem to be very involved. These pressures and confusions must be relieved by wise counseling.

THE ANSWERS

High schools are being affected by required military service and the problems will become more acute as we fail to face and solve them. The answers are to be found in more specific academic training, broad experience for some and specialization for others, systems of cumulative data for counseling, testing programs for counseling and for pupil experience in taking tests, and specific vocational or trade training. All of these must be built around a sound program of group and individual counseling. As counselors of boys we should help them think through problems and make their *own* decisions. These solutions are so important that we must carefully avoid imposing our decisions. Finally, every school administrator would do well to see that State Selective Service Bulletins are discussed and clarified with boys who will soon be subject to provisions of the Universal Military Training Act.

training counselors *for the Blind*

By M. I. Tynan, Chief, Services for the Blind, Office of Vocational Rehabilitation, Federal Security Agency, Washington, D. C.

Griffin Eastin operates a milling machine at the Bell Vocational School, Washington, D. C., with the guidance of Instructor Laughton. Eastin is a blind employment counselor.

TWO BLIND employment counselors who are to be teacher trainers in their home states on matters referring to blindness, received expert coaching in the shops of the Alexander Graham Bell Vocational School in Washington, D. C.

This was part of a six weeks' intensive training schedule arranged for Griffin Eastin of Georgia and Charles Brammer of Colorado by the Federal Security Agency, Office of Vocational Rehabilitation.

The schedule started January 21, 1952, with the forenoons spent in machine, woodworking, sheet metal, and upholstery shops. There the industrial specialist from the Office of Vocational Rehabilitation in collaboration with the regular shop instructor showed the trainees how to teach the operation of power machine tools and other work without the use of sight. This centered around the demonstration of the "blindfolded technique" in which the instructor is blindfolded and then taught how to operate a lathe.

These counselors, in their home states, will show vocational instructors how to teach their own trade to blind students with suitable interest and aptitude.

Throughout the country blind workers are performing efficiently many of the tasks of machinists. They go far beyond the mere operation of power tools, which involve only the simple manipulation of controls.

At the Bell Vocational School the two counselors were also shown the principles of setting up and adjusting machine tools.

During a field observation tour in Baltimore, the two trainees spent a portion of their time setting up and operating a turret lathe in the machine shop of Vocational School No. 250. Through all the shop training ran the *Four Point Pattern of Safety* theme:

Determine a safe method of approach and contact with the machine, whether or not it is running.

Determine a safe point and method of observing and checking its condition of rest or motion at any time.

Determine safe paths from the point of contact to and from points of control and points of observation.

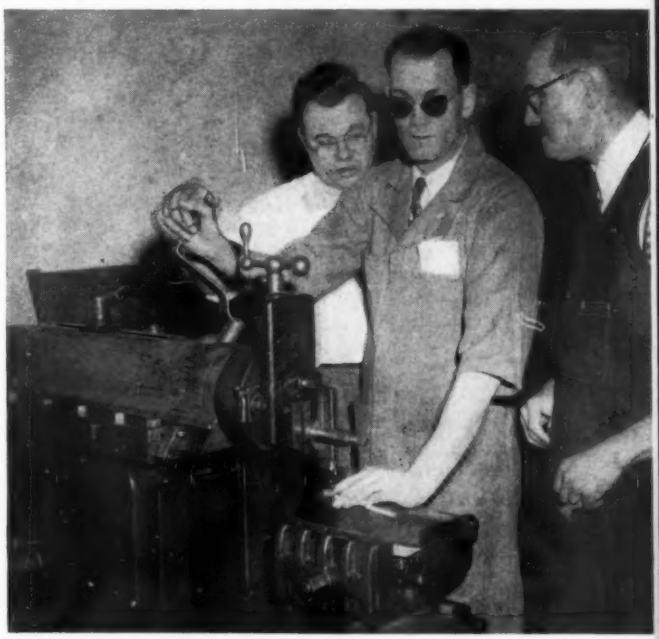
Determine safe methods of observing the progress of the work without interrupting it.

Lawson J. Cantrell, Associate Superintendent of Schools for the District of Columbia, and Charles W. Sylvester, Assistant Superintendent of Schools in Baltimore, for years have been cooperating with the Office of Vocational Rehabilitation by making shop facilities available for training professional staff members of state agencies and for blind clients of the local rehabilitation service. The training of these two blind counselors was carried out under the state-federal partnership in the rehabilitation of blind and other handicapped persons.

Other training given the two men to improve their skill at developing employment opportunities for blind clients included lectures and discussion periods in the Office of Vocational Rehabilitation as well as observation tours in the field with staff members serving the blind in New Jersey, Maryland, and Virginia.

Planning and control of the training course was under the direction of J. Hiram Chappell of the Office of Vocational Rehabilitation. John H. McAulay assisted with that portion of the course pertaining to the use of vocational schools, and Arthur Voorhees assisted with class room and field work.

Charles Brammer, center, sets up shaper at the Bell Vocational School while Lyman Laughton, instructor (l.), and John H. McAulay, Office of Vocational Rehabilitation, observe.



The Murray Vocational School

Many graduates of Murray's workshop and cabinet making course have established businesses of their own and made important contributions to industry in this area.

CHARLESTON, through the Murray Vocational School, provides South Carolina's most complete trade and industrial program.

In the 28 years since it was established, it has adhered to basic trade courses and has established a strong instructional staff. Its graduates have had time to reach positions of influence in the trades they have followed.

Murray's prestige is high in the Charleston area and its graduates are in demand throughout the low country.

In 1948, Murray became an accredited high school. Prior to this, however, its graduates were accepted by colleges of the state without question. Those who went to college from Murray were largely interested in some phase of engineering and records indicate that most were superior students.

Trade courses offered at Murray are machine shop, auto mechanics, drafting, applied electricity, radio and television, cosmetology, and cabinet making.

In addition to the trade courses, Murray has a commercial department in which typing, shorthand, general office practice, bookkeeping, and accounting are offered. Courses in this department and in cosmetology afford an opportunity for high school girls to prepare themselves for the business and trade world. Graduates from these courses are in as much demand as those from trades training.

The enrollment at Murray is approximately 325 students. Of this number, about 200 are from the Charleston School District; the others come from adjacent districts, especially that of North Charleston which cooperates with Murray by sending students who want to take trade courses.

Since Murray opened its doors 28 years ago, 4,500 students, of which 1,300 have been graduates, have enrolled in the day school program. Over 15,000 have participated in the evening trade extension class program. Prior to World War II and during its course, 5,000 persons were trained at Murray for work in defense industries.

Besides the regular day courses, Murray has continuously conducted an extensive program of evening class work for tradesmen in the community. Four nights a week, beginning in the fall and extending into late spring, the school is open for such classes.

Murray is serving the Charleston community as few schools do by its trade program.

HISTORY

In 1912 an Industrial Department was established in the Charleston High School under the direction of James R. Guy. The work was actually carried on in the YMCA which loaned the high school 2 rooms for teaching "technical branches" and drafting.

The school board became interested in the work and appropriated $5,000 for carrying on the instruction. By the beginning of the school year 1914-15, a new building was completed for the department.

In 1918, at the instigation of A. B. Rhett, Superintendent of Schools, an industrial survey of the Charleston area was made. The survey indicated that Charleston was a thriving industrial city and that there was a definite need for trade and industrial training in its educational program.

By 1921 the evening class program as well as the regular high school program had grown to the extent that further space was required. With agreement of the high school board, the City Board of School Commissioners took over the industrial program of the high school and immediately made plans to establish a separate vocational school. An architect designed a building to cost approximately $75,000.

This article is reprinted from the February, 1952 issue of South Carolina's Trade and Industrial Education *magazine.*

28 years of topflight public service

The cosmetology shop at Murray is large and well equipped. Mrs. Lila Lewis, instructor, makes certain that all of her graduates have a thorough background.

At this time, Andrew B. Murray of Charleston, feeling that the plans for vocational trade and industrial training would not be adequate, offered the City Board of School Commissioners a lot and $150,000 for the erection of a modern fireproof vocational school, provided that the $70,000 already made available for the building be included.

New plans were drawn that would assure a building in keeping with the growing needs of vocational education in Charleston. The Murray plant is an imposing structure of beauty and dignity. The original building, although crowded, served adequately until 2 years ago when a separate building for automobile mechanics and a much needed auditorium was built.

All the shops at the Murray Vocational School are large and well equipped.

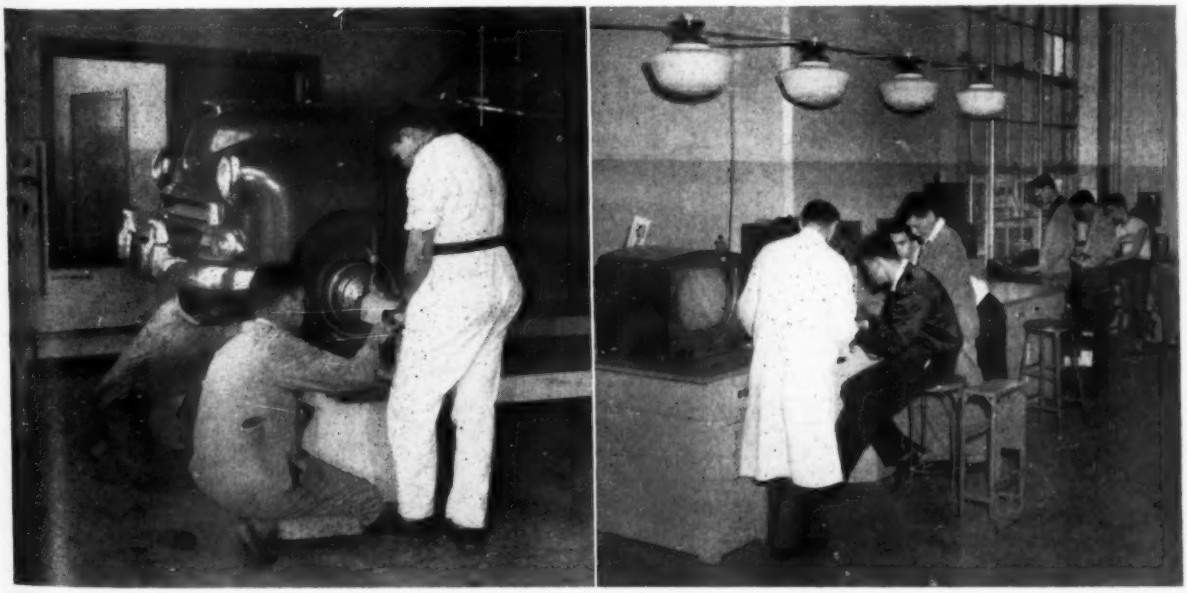
Murray's Principal is John H. Clark, who taught drafting at the school for more than 20 years.

Murray has maintained a follow-up record of its graduates for the 28 years it has been in existence. Every graduate can be accounted for.

The following, taken from the *Seaport Exchange* (publication of the Charleston public schools), explains how the interest of instructors and the principal has enabled Murray to keep records of its graduates up to date over such a long period of time. Each student's permanent record card provides for a 4-year follow up.

In addition to this record, the principal has kept a continuous, condensed follow-up record for the past 28 years. Interesting and valuable information is brought to light by examination of these files. A check shows that more than 90 per cent of the students go into occupations, or closely related occupations, for which they were trained. About 4 per cent go to college.

Many Murray graduates are now in local positions of leadership and importance.



L: Automobile mechanics has been a popular offering at Murray for many years. Here W. C. Till, instructor, gives 2 students individual attention. R.: The electric shop where radio and television training is provided. Ben T. Winter instructs.

Editor's Note: **Through the courtesy of the Division of Vocational Education, U. S. Office of Education, we present here statistics for the fiscal year ended June 30, 1951, that will be of vital interest to AVA members. This information is published annually in the *Digest of Annual Reports of State Boards for Vocational Education* which is distributed to state departments of education.**

ENROLLMENT IN FEDERALLY AIDED VOCATIONAL CLASSES BY TYPE OF PROGRAM AND BY STATE OR TERRITORY, FISCAL YEAR 1951 *

State or Territory	All Programs	Agriculture	Distributive occupations	Home economics	Trades and industry
Alabama	69,239	23,455	3,591	22,898	19,295
Arizona	15,451	2,278	1,327	7,443	4,403
Arkansas	78,732	30,581	2,677	35,191	10,283
California	415,388	17,729	70,297	222,509	104,853
Colorado	37,961	2,816	6,038	17,731	11,376
Connecticut	25,464	729	2,372	6,922	15,441
Delaware	7,165	889	669	2,103	3,504
Florida	83,144	10,979	11,590	27,283	33,292
Georgia	158,166	63,055	9,954	58,281	26,876
Idaho	10,241	3,135	1,000	3,400	2,706
Illinois	98,951	26,406	5,884	41,181	25,480
Indiana	66,992	11,934	7,638	29,191	18,229
Iowa	52,745	20,010	1,359	19,826	11,550
Kansas	28,410	6,257	1,632	12,669	7,852
Kentucky	56,672	16,553	6,307	26,266	7,546
Louisiana	74,909	25,523	4,042	31,947	13,397
Maine	8,242	1,529	25	4,980	1,708
Maryland	26,643	4,444	2,797	8,589	10,813
Massachusetts	64,095	1,701	3,163	30,950	28,281
Michigan	110,244	18,845	11,809	45,370	34,220
Minnesota	55,804	15,242	3,401	27,385	9,776
Mississippi	95,436	44,142	5,207	34,305	11,782
Missouri	65,982	19,112	4,665	26,838	15,367
Montana	8,435	2,336	341	3,438	2,320
Nebraska	25,279	5,294	2,433	12,885	4,667
Nevada	3,196	578	——	1,559	1,059
New Hampshire	6,455	745	248	3,493	1,969
New Jersey	26,372	2,038	1,893	6,359	16,082
New Mexico	7,878	1,777	399	3,870	1,832
New York	162,192	11,018	33,088	34,405	83,681
North Carolina	106,866	36,519	5,151	56,409	8,787
North Dakota	10,644	2,667	1,211	5,230	1,536
Ohio	72,912	13,485	8,194	25,617	25,616
Oklahoma	64,922	24,738	3,270	30,326	6,588
Oregon	24,126	3,794	623	10,477	9,232
Pennsylvania	102,881	13,326	6,269	37,746	45,540
Rhode Island	3,741	435	33	1,608	1,665
South Carolina	126,820	63,117	6,066	48,897	8,740
South Dakota	9,662	2,587	513	4,084	2,478
Tennessee	80,834	27,568	3,978	35,158	14,130
Texas	366,766	98,775	44,812	188,021	35,158
Utah	30,844	6,569	6,528	13,052	4,695
Vermont	5,640	1,006	716	2,239	1,679
Virginia	106,762	17,154	9,071	71,964	8,573
Washington	102,033	10,236	24,330	36,081	31,386
West Virginia	45,278	23,507	1,538	11,156	9,077
Wisconsin	92,794	22,807	4,411	43,712	21,864
Wyoming	6,434	1,291	1,182	2,722	1,239
Dist. of Columbia	9,509	236	2,058	3,672	3,543
Hawaii	13,110	2,181	1,724	5,053	4,152
Puerto Rico	35,826	7,849	4,259	17,065	6,653
Virgin Islands	768	51	——	417	300
TOTAL	3,365,055	771,028	341,783	1,459,973	792,271

* Provisional figures, subject to final review of State reports.

EXPENDITURES FOR FEDERALLY AIDED VOCATIONAL EDUCATION BY STATE OR TERRITORY AND BY SOURCE OF FUNDS, FISCAL YEAR 1951 *

State or Territory (1)	Grand Total (2)	Total Federal (3)	State and Local		
			Total (4)	State (5)	Local (6)
Alabama	2,753,439.32	723,561.84	2,029,877.48	1,987,178.69	42,698.79
Arizona	725,975.39	171,685.06	554,290.33	129,887.58	424,402.75
Arkansas	2,584,228.10	542,950.15	2,041,277.95	752,396.63	1,288,881.32
California	9,231,807.17	1,077,489.76	8,154,317.41	675,994.00	7,478,323.41
Colorado	1,045,594.68	221,005.86	824,588.82	184,478.61	640,110.21
Connecticut	1,932,734.55	267,933.57	1,664,800.98	1,466,962.75	197,838.23
Delaware	537,443.99	163,143.90	374,300.09	205,874.28	168,425.81
Florida	3,284,554.07	345,039.38	2,939,514.69	93,791.66	2,845,723.03
Georgia	3,682,056.52	767,189.30	2,914,867.22	820,474.00	2,094,393.22
Idaho	587,991.51	161,945.99	426,045.52	151,983.82	274,061.70
Illinois	5,812,512.95	1,244,100.37	4,568,412.58	1,821,968.02	2,746,444.56
Indiana	3,279,215.43	664,392.98	2,614,822.45	358,089.92	2,256,732.53
Iowa	1,876,123.90	572,666.03	1,303,457.87	103,015.41	1,200,442.46
Kansas	1,328,494.51	400,641.59	927,852.92	236,459.36	691,393.56
Kentucky	1,931,973.66	708,774.01	1,223,199.65	260,354.32	962,845.33
Louisiana	3,552,984.39	535,649.49	3,017,334.90	451,155.14	2,566,179.76
Maine	506,380.84	165,091.97	341,288.87	122,342.23	218,946.64
Maryland	1,657,541.97	316,044.45	1,341,497.52	741,341.22	600,156.30
Massachusetts	5,324,607.47	559,902.86	4,764,704.61	2,353,244.67	2,411,459.94
Michigan	4,489,198.01	903,472.40	3,585,725.61	1,126,787.61	2,458,938.00
Minnesota	2,863,321.76	594,783.18	2,268,538.58	965,450.80	1,303,087.78
Mississippi	2,608,635.95	637,570.91	1,971,065.04	925,153.34	1,045,911.70
Missouri	2,792,149.08	773,442.51	2,018,706.57	495,465.79	1,523,240.78
Montana	572,091.40	173,156.76	398,934.64	73,265.58	325,669.06
Nebraska	1,055,960.04	304,890.16	751,069.88	154,492.98	596,576.90
Nevada	193,982.78	96,991.30	96,991.48	19,594.98	77,396.50
New Hampshire	377,340.01	158,343.80	218,996.21	72,463.51	146,532.70
New Jersey	3,892,124.72	563,053.97	3,329,070.75	683,535.15	2,645,535.60
New Mexico	568,520.53	172,111.14	396,409.39	53,659.30	342,750.09
New York	12,704,582.90	1,849,351.18	10,855,231.72	3,101,083.45	7,754,148.27
North Carolina	4,426,427.37	917,574.84	3,508,852.53	2,141,664.16	1,367,188.37
North Dakota	664,216.09	213,284.37	450,931.72	217,559.60	233,372.12
Ohio	3,740,958.08	1,171,400.96	2,569,557.12	493,760.59	2,075,796.53
Oklahoma	3,164,897.55	551,805.21	2,613,092.34	657,097.83	1,955,944.51
Oregon	1,185,602.74	221,146.62	964,456.12	473,359.41	491,096.71
Pennsylvania	6,721,716.22	1,544,827.33	5,176,888.89	3,480,093.30	1,696,795.59
Rhode Island	275,983.26	114,870.09	161,113.17	38,910.23	122,202.94
South Carolina	2,467,061.81	498,567.98	1,968,493.83	821,152.87	1,147,340.96
South Dakota	584,733.41	202,677.15	382,056.26	24,680.76	357,375.50
Tennessee	3,201,551.65	713,467.57	2,488,084.08	986,986.24	1,501,097.84
Texas	11,209,129.42	1,403,887.95	9,805,241.47	9,247,675.18	557,566.29
Utah	1,151,785.39	168,886.07	982,899.32	103,518.68	879,380.64
Vermont	443,311.22	153,531.46	289,779.76	57,473.85	232,305.91
Virginia	3,917,261.55	626,181.00	3,291,080.55	1,820,087.79	1,470,992.76
Washington	2,676,340.91	328,698.22	2,347,642.69	748,641.33	1,599,001.36
West Virginia	1,552,608.71	432,753.02	1,119,855.69	268,387.39	851,468.30
Wisconsin	4,000,611.20	634,125.90	3,366,485.30	326,724.30	3,039,761.00
Wyoming	471,746.43	165,000.00	306,746.43	45,283.75	261,462.68
Dist. of Columbia	313,606.02	99,172.93	214,433.09	214,433.09	0.00
Hawaii	732,794.76	165,000.00	567,794.76	567,794.76	0.00
Puerto Rico	1,347,491.02	486,355.02	861,136.00	861,136.00	0.00
Virgin Islands	66,241.91	32,991.76	33,250.15	—	33,250.15
Total	$138,069,644.32	$26,682,581.32	$111,387,063.00	$44,184,365.91	$67,202,697.09

* Provisional figures, subject to final audit of State reports.
Includes expenditures for vocational guidance.

The New Look in Sewing

THE TEACHING of clothing construction remains an important part of the homemaking curriculum today, and there is no question but that the emphasis placed upon it can be justified if learnings are such that pupils achieve a critical appreciation of clothes which are purchased ready-made, or a lifelong interest in home sewing.

It is in these goals that Mrs. Edna Bryte Bishop believes so thoroughly and in which she inspires the teachers who work with her in the short courses which she gives in colleges and teacher institutes throughout the country.

The Bishop method of clothing construction, utilizing the sewing machine for almost every part of construction, eliminates every unnecessary operation and highlights development of progressively difficult skills. It implies that pupils will work on projects similar in design and construction at the same time so that the teacher can demonstrate necessary new techniques to the group rather than to each pupil individually. Many teachers hesitate to limit selection of specifics in the problems of beginners, because they fear they are allowing too little choice-making, too few individual differences. They overlook the established truth that pupils must have a feeling of success in what they undertake to do, that they cannot make wise choices until the bases for choice-making are well established. There is little doubt in the minds of anyone but that short-cuts are desirable in every phase of modern living if other values are not sacrificed. Several studies have been reported by teachers as to the technical achievements of pupils with whom they have used the time-saving construction methods taught by Mrs. Bishop. The point of controversy is whether other values are lost when pupil problems are similar.

Following a course with Mrs. Bishop, two graduate students at Syracuse University decided to investigate this type of clothing instruction in seventh and eighth grade classes. Other teachers who had also been in Mrs. Bishop's class, teaching in both rural and urban schools in the United States and Canada, were asked to participate in the study. All agreed to have their beginning pupils make a blouse and a skirt from selected patterns. An evaluation sheet was formulated which included: (1) selection of fabric; (2) individuality of garment; (3) excellence of construction; (4) general appearance; (5) time required. Finished blouses and skirts were sent to Syracuse in January, and the garments scored by a number of high school and clothing teachers, all familiar with Mrs. Bishop's methods.

Results were most interesting. No two blouses were alike. Each took on a personality of its own. Details were different although the basic patterns were similar. The quality of the work was excellent, and reports from the participating teachers indicated great enthusiasm for sewing on the part of their pupils. Many had, in addition to their prescribed problems, made other blouses and skirts at home or outside class periods, using over and over the same simple patterns which they had learned to use, but varying appearance by selection of fabrics and details of finish. Three beginners in one school had been so successful that their parents gave them sewing machines for Christmas. Teachers felt that their pupils were much more interested in learning to sew, and were satisfied that they had been more effective in their teaching. Photographs of pupils in the clothes they had made showed that their selection of fabrics had resulted in becoming garments.

This investigation is not completed. Based upon their experiences in the first term, teachers and pupils are undertaking more difficult problems in the spring. Utilizing the basic skills demonstrated and practiced, they are adding others which are logical next steps. But even though all pupils will be making dresses and short, unlined jackets from similar patterns, there is no expectation that the finished garments will lack individuality in appearance.

Teachers who are participating in the study, have on their own initiative been circulating a round robin letter, in which they have pooled their experiences, and which they feel has been of great help to them. Teachers who served as judges of the finished products, feel that they have learned much that will be of value in their future teaching. Such a cooperative teaching-evaluation program might be instituted in any area and would, it seems, be a valuable means of in-service professional growth.

By Ruth Gauger, Chairman of Applied Arts Division, Syracuse University.

Buying Business Machines

INSTRUCTION in business machines is so important that schools providing office occupational training need to make every effort to include in their programs as much machine operation training as possible.

Administrators and business teachers must be aware of the modernization and mechanization going on in offices today. No taxpayer today disputes the need for typewriters in the business department, and if he were aware of the fact that for every two typewriters in the average office there is at least one office machine, he would urge the acquisition of this equipment which students are also expected to use when they graduate.

Rare is the school district that can provide a complete setup for office practice in a single fiscal year. For this reason, purchase and replacement must be done according to a fixed plan, or the final result will be a haphazard assortment of instructional equipment. If a fixed amount is set aside in each year's budget and if the amount is spent wisely, a well-equipped laboratory can be built up within a few years. Experience has shown that once such a plan is working it is usually continued during lean financial years. It is unwise for any business department to adopt a plan of purchase used in another school merely because it is successful there. Before any machines are purchased, one should make a study of the demands of a school's employment area through a follow-up of the graduates of the school and a survey of equipment found in the business offices.

Knowledge of equipment needs alone does not necessarily lead to desired action. In order to achieve the necessary action, the consent of the administrators, boards of education, and the tax-paying public must be engineered in the desired direction. A modern office practice laboratory can be obtained if the head of the business department makes use of an advisory committee, school reports, and various public relations techniques for enthusiastic "selling" of the facts. The public will want and pay for those facilities that it understands.

Business teachers must have specific facts ready if school administrators are to find the money and the curriculum time in clerical, stenographic, and bookkeeping sequences for office practice. The proposal must include the plan of purchase, types of equipment, price quotations less school discounts, number of pupils to be taught, instructional time needed, and where that time should be found in the curriculum. Including the exact cost per pupil will make the report stronger as administrators and board members will be impressed with the low cost per pupil to do a practical job of vocational training.

For the most part, only the large high schools and vocational schools can provide thorough training in key-driven calculators, complicated posting and billing machines, or the many uncommon and complex business machines which require long periods of training

(*Continued on page 20*)

By John R. Haubert, Pennsylvania State Chief of Commercial Education.

Here's an inspiring account of the professional development of an industrial arts teacher . . .

THE STORY OF B

—an

I HAVE JUST FINISHED interviewing a young man for an industrial arts position in our school system. The applicant was so exemplary in his procedure that I wish to get some high points on paper before the impression leaves.

It is only fair to say that this young applicant was not a stranger to me. It is this extended acquaintanceship which makes the report possible. I had the pleasure of observing his early professional growth and I believe I made a minor contribution to it.

Three years ago Bill was assigned to our school system with me as his master teacher. This was his first 10 weeks of student teaching. Bill entered the shop the first day with a first class display of insecurity. He was young, immature as to experience, and frightened.

The first demonstrations were haltingly presented. Bill was facing a situation which offered an entirely new challenge, a situation for which he was not entirely prepared. There was little doubt that his nights were sleepless.

My first concern was to put Bill at ease. Fortunately, there were two avenues of approach. First we were members of the same professional fraternity and second, we were enthusiastic golfers of the three-digit variety. Through these avenues I was able to deal with Bill as a person and he, in turn, felt at ease in expressing his needs to me.

Bill was not a natural craftsman, the hoped-for industrial arts finish was not in his make-up. His standards of workmanship gave me considerable concern, but his eagerness and the generosity with which he gave his time to the students were well beyond the call of duty. To make a long story short, this student teacher was destined to find a niche in my heart and I, in turn, spent unnumbered hours working with him.

Bill completed his first 10 weeks of student-teaching with a good record. He was far from the best I had had, but his growth had been significant. As the term closed I suggested that Bill's next teaching assignment should be with a person of my acquaintance who would supplement my efforts. The recommended center was considered the toughest of all the available centers and the master teacher was, in my estimation, just the person Bill needed. He was a "perfectionist" and he had a strong internal and public relations program.

To facilitate Bill's further progress, I wrote a letter to the next master teacher emphasizing his strengths and asking his continuance in working on designated weaknesses.

Bill's next 10 weeks were very productive; he reported his progress voluntarily from time to time by letter. A more satisfactory student teaching center could not have been selected for him.

A January graduate, Bill accepted a job out of state in February. I heard from him several times. The letters centered around the deplorable condition of the shop, the attitude of some of the faculty members toward shop men, the resistance a young teacher meets when he attempts to change shop conditions, and his struggle for acceptance by the other shop men in his system. He met nearly all the problems faced by any young teacher who has "caught fire" with a modern concept of industrial arts teaching.

The next summer we met on the golf course and I found that this young "doubtful" was without question a shop man with ideas. However, he was not completely happy and would have changed jobs at the drop of a hat.

Bill Finds Himself

One year later we were at the same golf course, but this time one of the principals had changed completely. Bill liked his job and the conditions surrounding it. His normally bad game of golf was made still worse by his insistence on talking about his accomplishments. In a year and a half he had found himself.

This year I found myself in need of new industrial arts men for our system. Most naturally I turned to my former student teacher, Bill, and invited him over for an interview with the principal of a school in which we needed a man. Bill came to the interview a confident, professional person. It was a pleasure to participate with the principal in the interview and to give occasional thought to Bill's growth.

By Donald Peters, Arlington County, Virginia, Supervisor of Industrial Arts and Vocational Education.

If insecurity is a familiar word to you be sure to read about Bill

—and now he made the grade

Here was a young man selling his program, well supported by highly acceptable personal qualities. Enthusiasm fairly flowed from him. There was little doubt that his interest and organizing ability were representative of a fine program. Bill's sights were aimed high and he was making progress toward his goal.

Bill outlined for the principal his background, complete with dates and details. This consumed five minutes of the interview, including questions.

He next brought out a folder of pictures of his shop. Starting with a picture taken within the first week of school showing the bareness of a physical plant, he then went into a sequence of photographs that showed finally the "spic and span," well organized, student-interest shop he now administers.

The personnel plan, his project of the week, tool of the week, planning center, and complete shop organization were explained to the principal as the interview was conducted. A file of public relations clippings, store display announcements, all accompanied with pictures, were presented as part of his resume. Bill did not stop here. The principal questioned his thinking on having girls in industrial arts classes. Opening a notebook to an indexed page he had on paper a detailed statement of the exchange program he had worked out with the home economics department in his school.

The presentation did not end here. This capable young teacher showed organizational planning for every conceivable problem he would normally face from the time the student entered the shop until his completion of the course. A definite plan for incorporating children and youth into a personnel program was explained in detail. Emphasis was placed on student development through cooperative planning.

Did Bill get the position? You know he did. He had it shortly after the interview started. An alert principal can quickly recognize an integrated person and a well planned program. The primary concern of a principal is: "How long will we be able to keep a person of this caliber?"

In coming to our school system Bill is leaving a well-organized, completely developed program to start off in a barren room in a school where industrial arts has never before been offered. Bill is not content to rest on his oars; he feels he needs a new challenge and new experiences for his own continued growth.

The accomplishments which a present-day teacher of industrial arts needs are so numerous and so diverse that many must be developed over a period of years. "Born in" competencies are simply not enough. Experiences provided by the teacher education institution are essential to this development. Student teaching as a cooperative enterprise marks the "final assembly" of the pre-service preparation. Student teaching, probably more than any other single phase of teacher preparation, establishes a level of motivation which will persist for many years. Early evaluations should be made with care and caution for the sensitive, uncertain person may employ these very qualities to become an outstanding teacher. I have had the enjoyable experience of watching Bill become a high-level professional educator in a period of a few short years. The qualities which make him outstanding are qualities which have been developed through unremitting effort and astute observation on his part.

Industrial Arts Teachers

Be sure to enter your students' shop projects in the Ford Motor Company Industrial Arts Awards!

Closing date—June 10, 1952

BUYING BUSINESS MACHINES

(*Continued from page 17*)

for occupational competency. Because few schools find it possible to purchase enough machines of the same kind to use the battery plan, the rotation plan of instruction is recommended. This means that the teacher of office practice or business machines must exercise careful planning for the wise use of equipment.

The level of competency to be attained on each machine is a factor to be considered in planning a business machines program. In some areas all students will need only a working knowledge of the fundamental operations—addition, subtraction, multiplication, and division; in others, specific students will need a marketable skill on a specific machine.

A comparison of community surveys made in different areas show a general pattern of business machines common to all offices. Listing machines used primarily for adding and subtracting are repeatedly found in offices so that all schools need some ten-key and full-bank listing machines. Most office employees operate these machines part-time while doing various kinds of office work; therefore, an acquaintanceship is absolutely essential for all graduates of a business department.

Calculating machines of both types, key-driven and crank-driven, are occurring frequently in follow-up studies of business graduates. The key-driven calculator is most often operated at the skill level of a professional in the work of touch addition. This mastery takes considerable time, with vocational preparation requiring at least one-half of a pupil's class time devoted to the key-driven calculator. It is doubtful whether schools preparing workers for small offices should attempt to develop such skilled operators. In some schools too much of the school's budget and too much of the pupil's time is devoted to this highly specialized machine. Many business departments would be improved if they would reverse the usual distribution for calculators and have twice the number of crank-driven calculators as they have key-driven calculators.

There is No Substitute for Experience

Prepare your students, now, for management positions. Continued industrial expansion yearly requires a larger supervisory group whose basic knowledge is well founded. The boys in your school are entitled to practical experience in modern shop methods. South Bend Lathes have been selected by most of the better equipped schools for their shops. They are easy to operate, rugged and economical to maintain.

WRITE today for a copy of our book "Modern School Shops."

SOUTH BEND LATHE

SOUTH BEND 22, INDIANA • *Building Better Tools Since 1906*

Bookkeeping and billing machines have very little place in a course of business machines or office practice taught by the rotation plan. The demand for a high school trained operator is rare and the price of the machine does not make for wise expenditure of the limited funds. The school should investigate the possibilities for the operation of small desk model bookkeeping machines which can also serve as listing machines.

Typewriters have a place in an office practice laboratory for bookkeeping and clerical students as well as for stenographic majors. Standard and noiseless typewriters, long carriage machines, and electric typewriters are needed for duplicating, statistical instruction, and various typewriting office jobs. Instruction in billing and tabulation will be facilitated with typewriters equipped with special tabulating keys. There is an increasing demand for business workers who have had training on the electric typewriter.

The knowledge of filing is important for all graduates of a business department. Provision should be made in any rotation plan for clerical and stenographic office practice to cover the principles of indexing and filing through miniature filing sets.

Stenographic practice equipment must include duplicating equipment and transcribing machines. The average school's needs can be met adequately with one stencil and one fluid duplicator. Transcribing machines are of two major types, wire recording and disc or belt recording. The extent to which voice writing machines are used in a school's employment area should determine whether one or both types should be purchased. The time required to attain occupational competency, assuming that the student has a typewriting speed of at least forty words per minute and a fair command of English and spelling, is approximately forty hours of instruction.

The office practice laboratory should attempt to get away from the formal classroom and be planned to resemble an actual business office. Small schools should have one room with a combination of equipment for bookkeeping, clerical practice, and stenographic students. Model offices employing a rotation plan of teaching should seldom include training stations for more than twenty-five pupils. The following is a suggested distribution of equipment:

- **4 key-driven calculators**
- **4 crank-driven calculators**
- **2 ten-key listing machines**
- **2 full-bank listing machines**
- **3 transcribing machines**
- **4 miniature sets and equipment for filing**
- **1 ten-key combination listing and desk-model bookkeeping machine**
- **1 full-bank combination listing and desk-model bookkeeping machine**
- **1 stencil duplicator**
- **1 fluid duplicator**
- **2 electric typewriters**
- **1 long carriage typewriter**
- **2 standard typewriters**

Assignment to the machines would depend upon the occupational interest and the business subjects followed by each trainee. This subject of office practice should be more than a course in business machines. It should also serve as a finishing course where instruction is given in office behavior and procedures, grooming for the job, and personality development for business. The main objective is to assist the business graduate in making the transition from school to job. In summary, practical vocational education in office occupational training must have a laboratory of mechanized equipment with teaching procedures in a businesslike atmosphere.

How the U. S. cooperates to improve teacher training, instructional materials, shop organization and vocational guidance for a South American neighbor . . .

Industrial Education in Brazil

J. C. Wright

BRAZILIAN-UNITED STATES cooperation at the level of vocational industrial education has twin objectives: to raise the standard of living of Brazil and to reduce illiteracy estimated still to be more than 50 per cent.

The cooperative program, now well under way for the 5-year period ending in 1955, is sponsored under a basic agreement signed in 1946. It authorized the Brazilian Ministry of Education and Health and The Institute of Inter-American Affairs (a United States Government Point Four agency) through the Institute's Education Division, to work out the program which fulfills both the historic Good Neighbor Policy of the United States and the Point Four program of technical assistance later enunciated by President Truman.

Today the program is active in 23 vocational schools throughout the vast Brazilian republic, with 773 men and women instructors and 5850 students. At present it is directed along four paths: teacher training, preparation of instructional materials, shop organization and vocational guidance.

Industrial education in Brazil is supervised by the Ministry of Education and Health. The industrial schools are maintained by the federal government, state governments and private agencies.

At the present time the Federal Ministry maintains 21 schools and 2 courses under the direct supervision of the Division of Industrial Education, in addition to the Federal Technical School of Chemical and Textile Industry, administered by SENAI,[1] and the Escola Tecnica Darcy Vargas, administered by Fundacao Cristo Redentor.

There are, in addition, apprenticeship schools designed for the training of employed apprentices and adult workers, the majority of which are administered by the SENAI, as well as others administered by public agencies, such as the National Printing Office and the Fabrica de Piquete.

Through a series of discussions between the American Government, represented by its Embassy in Rio de Janeiro, and the Brazilian Government, represented by the Ministry of Foreign Affairs, a Cooperative Industrial Education Program originated in 1945, and active work was begun under the Basic Agreement signed on January 3, 1946. Under this agreement the following objectives were to be carried out:

a) The development of closer relations between teachers of vocational education in Brazil and the United States.

b) The interchange and training of Brazilian and United States specialists in vocational education, and

c) The development of such other projects in the field of vocational education as may be of mutual interest.

By Dr. J. C. Wright, Consultant on Vocational Program Planning, Institute of Inter-American Affairs.

OPERATION OF THE PROGRAM

The Institute of Inter-American Affairs, through its Education Division, commenced operations in Brazil in January, 1946. The initial period consisted of planning the projects and acquainting the American specialists with the system of industrial education in practice in Brazil.

The activities of the Education Division have been confined to the 23 vocational trade schools maintained through appropriations originating with the Federal Government of Brazil. An *Escola Tecnica* is located in each State and the majority have boarders as well as day scholars. All personnel employed in these schools are the equivalent of Civil Service employees in the United States.

Due to the lack of trained instructors for vocational schools, the practice has been to accept applicants out of industry who take a competitive examination. Quite often the instructor selected has had from 3 to 12 years experience in a trade and has worked for some concern in a particular section of the industry, without having a full, rounded knowledge of the entire operations. He generally has not had any training whatsoever in teaching.

To raise the level of the instructors presently employed, short courses have been given stressing both the practical and the theoretical problems which are faced in teaching classes of young students.

In addition to the preparation of new applicants for instructors and professors in the school system, all candidates are now screened and required to take the instruction provided for them. There is a constant process of refining the requirements for new instructors.

Except for a period of about 16 months from June 30, 1948 to November 1949, there were American educational technicians on the staff of the CBAI,[2] an agency within the Ministry of Education and Health created to administer the joint program.

The Director of the Division of Industrial Education of the Ministry is the Superintendent of CBAI, The Chief of Field Party of The Institute of Inter-American Affairs is the American representative. Other members

1 *Servico Nacional de Aprendizagem Industrial (National Service for Apprenticeship in Industry).*

2 *Comissão Brasileiro-Americana de Educacão Industrial (Brazilian-American Commission on Industrial Education.)*

of the Field Staff of the Institute participate in the activities of CBAI under such terms and conditions as are agreed upon by the Superintendent and the Chief of Field Party. The Staff of Specialists of the IIAA are considered "guests" of the Brazilian Government, in that they are *invited* to work with the Ministry of Education and Health.

WORK PROJECTS FOR 1950-55

When I arrived by Pan-American plane on April 13, 1950, I was welcomed by the Staff of CBAI as the herald of a new Technical Staff to be recruited in the United States to cooperate with Brazilian technicians in a five-year program.

The foundation of a Cooperative Education Program was begun during the years 1946-1948, by CBAI and its staff of American and Brazilian Technicians. Unfortunately, the original staff of Americans had been called home due to a lapse in available funds. However, the groundwork had been laid and the lapse of funds resulted only in a temporary delay of 16 to 20 months. The Foundation Program called for Cooperative Work Projects to be carried on in one or more of the 23 Federal Technical and Industrial Schools.

When the Federal Decree Law of 1942 became operative, the Ministry in some instances built new school buildings and in others took over existing schools in the capital cities of the 20 States and the Federal District. These buildings were equipped with miscellaneous machine and hand tools for shopwork in a limited number of trades such as machine shop, printing, carpentry, cabinet work, ceramics, and other occupations authorized in the Decree Law. Much of the equipment was old and unsuitable for efficient instruction.

Pupils are enrolled at the age of 12 in industrial classes for pre-employment education and training programs. They come to the school with only 3 to 5 years of attendance in elementary schools and under the necessity of getting a job of some kind at the age of 14, when work permits are possible, they seek whatever education and work experience will help them to become wage earners.

Not all leave school at 14. Some remain and follow through the 4-year program (along with those who enroll at the age of 14) in specific trade and industrial subjects. Getting a wage earning job at the age of 14 does not necessarily rule out further schooling. Brazil has a system of apprenticeship through which employed youth and adults may continue their education and training for work in industry.

SERVICO NACIONAL DE APRENDIZAGEM INDUSTRIAL

In 1942 there was enacted a Decree Law providing for a Federal system of apprenticeship schools. These schools are located largely in industrial cities. In some instances they are located and equipped to serve one particular industry.

Pupils in the part-time apprenticeship classes usually are selected and placed in the school by their employers with a request for specialized education and training.

The apprenticeship schools are maintained by a one per cent tax on payrolls. This provides for building and equipment needs in addition to current operating expenses. There are about 100 apprenticeship schools in which 31,617 pupils (including part time and evening classes) were enrolled in 1950.

THE CBAI STAFF

The professional staff of CBAI is now being recruited to a total of 12 American technicians. In addition to the Technical Director, Dr. E. R. Plowden, who is responsible for the program under Edward S. Sheridan, Chief of Field Party, there are 11 North American specialists. For the year 1951-52 the following activities, to which specialists are assigned, are covered in the Annual Plan: teacher training, electrical shop work, industrial surveys, welding shop work, job analyses, visual and auditory aids, instructional materials, machine shop, graphic arts, woodworking trades, occupational information and guidance.

Under the Plan each American specialist works with his Brazilian counterpart as a member of a team pulling in unison to get a specific assignment completed. The American member of the team is recognized as the leader. His prime concern is to develop in his counterpart a level of leadership ability in the Brazilian program equal to his own in the United States.

To accomplish this prime objective useful activities in the form of work projects are undertaken. There are no exercises or pseudo work jobs. All training is given on real jobs which are needed to improve the efficiency of vocational industrial education.

The brief period covered by the present five-year plan will be all too short to do all the things that need to be done, but the most needful things are being undertaken one by one and closed out when completed.

OBSERVATION AND TRAINING IN THE U. S.

The educational activities carried on by CBAI in Brazil are supplemented by an observation and training program carried on in the United States. Under this program CBAI selects teachers and directors employed in its program of vocational industrial education and, under a carefully planned schedule, sends them to the United States with a coordinator.

The Brazilian members of the CBAI staff specify the program of education and training needed by each member of the group. Before leaving Brazil they are given an orientation course in English and over subjects.

In the United States the Washington office of the IIAA enters into a contractual agreement with a college, university, or other educational agency having facilities for carrying out the program either on its own campus or elsewhere. Some trainees receive practical work experience in industry as learners. Others are given similar practical experiences in vocational schools as aids to teachers or supervisory officials. All are given a series of courses in methods of instruction, job analysis, preparation of instructional materials and lesson plans as a part of their professional training.

During the year 1950-51 a total of 20 men and women were sent to the United States for training purposes. Of this number 10 were selected to improve their technical knowledge and professional training in how to teach. The Brazilian technician, Dr. Armando Hildebrand, staff member of CBAI and a specialist in teacher training, accompanied the group and coordinated their educational experiences.

Another group of 7 men and women were selected to receive training for service as vocational counsellors in the vocational industrial schools of Brazil.

Both of these training programs were carried on under the general direction of Dr. Gilbert G. Weaver of the New York State Education Department.

In addition, Miss Nair Maria Becker, technician on the staff of CBAI in charge of education for girls and women, came to the United States in June of 1950 for 6 months. Her program was planned by CBAI and

(*Continued on page 24*)

Stigler's YOUNG FARMER PROGRAM

STIGLER, in eastern Oklahoma, has one of the largest Vocational Agriculture enrollments of any high school in the state—likewise, one of the largest Future Farmers of America chapters, with 91 boys on the rolls.

It's a man-sized job to look after that many boys, especially since an agriculture teacher is responsible for the boys' farm training both in class and on their home farms.

Until this year Euel Renfrow had handled the whole job by himself. And with that many school-age boys to keep track of, Renfrow had to postpone a plan to give more help to out-of-school boys—a plan that he had long dreamed of putting into action.

He wanted to organize a Young Farmers' group. Young Farmers is an organization, designed much on the order of the FFA, made up primarily of boys who have finished high school, or dropped out of school for some reason. While it is a young man's organization, there usually is no age limit set on membership in the Young Farmers.

When Raymond Anderson came to Stigler as the second teacher of Vocational Agriculture, Renfrow thought the time was ripe to put his plan to work. He had studied Young Farmer setups in other schools, and knew some of the pitfalls.

One reason why Young Farmer, or similar, organizations for adult farmers had failed before was that little thought was given to the womenfolk. The women tended to object to their husbands being away at a farm meeting at night without them.

Mrs. C. J. Malloy, Vocational Home Economics teacher at Stigler, came to Renfrow's rescue. She and Miss Betty Burleson, her assistant, offered to hold classes in the Homemaking Building for the wives of the Young Farmers on the same night the men met.

To make it even more attractive to an age group which is usually in the first stages of rearing a family, Mrs. Malloy set up a nursery for the youngsters, with an FHA girl on duty.

This has proved a popular arrangement for the Stigler Young Farmers and their wives.

The two groups have their refreshments together, and so far the menfolk have gotten out of all the work of fixin', even to washing the dishes. But the refreshments won't be limited all the time to coffee and cookies at the school house. In the summertime the men plan to have picnics, barbecues and the like, for their families.

By Jack Putnam, Executive Secretary, Oklahoma FFA

The farmers and their wives getting together and visiting a couple of nights a month is one of the finest things about the Stigler Young Farmers organization. Renfrow and Anderson think there should be more of that kind of thing.

But they realized from the beginning that farm folks won't keep coming out month after month to the meetings unless there is something more to offer them than a gab-fest and coffee and doughnuts. Farmers want something they can take home and use.

So on the very first meeting night Anderson outlined just a few of the subjects that the Young Farmers would cover in their future meetings. Such things as better livestock management—disease control, pest eradication, selection of breeding stock, feeding practices and marketing; pastures, crops, dairying, farmstead improvement, farm credit, farmer cooperatives, farm insurance, social activities, farm legislation and community service.

Emphasis, however, would be placed first and foremost on solving current problems that were plaguing

offers good guidance for out-of-school rural youth

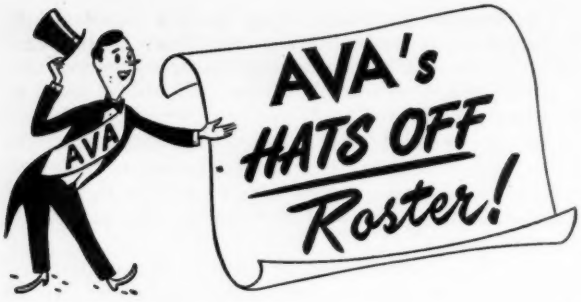
the Young Farmers on their own farms.

The Vocational Agriculture teachers wouldn't do all the teaching, either. The Young Farmers elected their own officers, had a committee to plan their meetings. Experts on the different subjects taken up are called in to talk to the farmers. Occasionally, the program will be limited to a roundtable discussion of a problem, or a member of the group who has been successful at solving a problem, will be asked to relate his experiences to the group. There will be field days, too, along with community improvement projects the Young Farmers will carry out as a group.

The field is wide open. The main thing is to keep the ball rolling, keep the meetings interesting and worthwhile. That will be Anderson and Renfrow's main job.

Enrollment in the Young Farmer classes has grown every meeting night. The last meeting had 25 present. And to prove how interested the young farmers of Stigler are in learning new farm information; on the second meeting night 19 showed up, despite the fact that there were six pie suppers being held in the neighborhoods around Stigler on the same night, and a hot basketball game was being played that night.

Dicky Holland, who served three years as FFA president and was a Junior Master Farmer, now a successful adult farmer, was elected first president of the Stigler Young Farmers. Floyd Hodges is vice-president; Jack Cariker, treasurer; Raymond Lackey, secretary; Jim Bryce, program chairman and Truman Thompson, reporter.



As of February 29, 1952, 18 states are over the top in AVA membership totals!

HATS OFF TO—	1951	1952
Alabama	673	853
Delaware	134	148
Hawaii	156	163
Indiana	959	991
Iowa	466	501
Kansas	365	375
Maine	58	72
Massachusetts	1016	1053
Michigan	273	288
Montana	137	143
Nevada	36	65
New Hampshire	32	43
New Jersey	448	469
New Mexico	134	136
Rhode Island	16	33
South Dakota	161	166
Utah	205	221
Virginia	1137	1296

INDUSTRIAL EDUCATION IN BRAZIL

(*Continued from page 22*)

IIAA in cooperation with Louise Moore and Ata Lee, specialists in the U. S. Office of Education. It included an 8-week period of attendance at the Colorado A and M Summer School, a 2-week period in a workshop given in Los Angeles by the State of California, visits to a number of industrial schools for girls and women, and conferences with a large number of persons. During her stay in Los Angeles she enrolled in the Los Angeles Trade Technical Junior College (Frank Wiggins Trade School) as a regular student. For a period of four weeks she attended classes in dressmaking, power machine sewing and costume design. She also visited a number of industries and as a climax to her round of experiences she attended the 1950 Convention of the AVA in Miami, Florida.

Previous to the year 1950-51 about 65 other Brazilians had come to the United States to engage in similar activities. When all of these men and women have returned to their homes in Brazil and resumed their careers as teachers, supervisors or directors in the public vocational industrial schools, they undoubtedly will do better work. They will pass on to their fellows some of their increased knowledge and skills.

The cooperative programs carried on directly in Brazil by American technicians, on the staff of CBAI, together with the supplementary programs carried on in the United States, are directed toward attaining the objective for which The Institute of Inter-American Affairs was created:—

"To further the general welfare of, and to strengthen friendship and understanding among, the peoples of the American Republics through collaboration with other governments and governmental agencies of the American Republics in planning, initiating, assisting, financing, administering, and executing technical programs and projects, especially in the fields of public health, sanitation, agriculture, and education."

AVA Goes Over the Top!

AVA's membership as of the end of February, 1952, surpassed the February, 1951 total by 435! Let's keep the rolls rolling and make '52 AVA's record membership year!

Have you asked anyone to join lately?

It's still early, so let's go, AVA!

BIG TENT OR SIDE SHOW?

(*Continued from page 2*)

when local administrators decide to conduct community centered schools.

Vocational education makes its best contribution to the community with a program of complete continuity (day, part-time and evening). The community centered school provides fertile soil in which programs of complete continuity can grow and flourish. Secondary schools in such cases become genuine community institutes which serve the educational needs of both youth and adults. Such schools seldom operate educational side shows. All of their educational programs are conducted in the big tent with proper administrative support, promotion and supervision.

Too many vocational programs are still operated in this country as side shows, however. Energetic vocational teachers in thousands of public secondary schools are operating programs, particularly at the post-high-school level, without full administrative support and cooperation. Too often in such cases local administrators regard post-high-school vocational programs as something belonging to the State supervisory staff and not their own. This leaves the teacher all alone to paddle the educational canoe, and the rowing is difficult.

What, then, is the solution? There is no one cure-all. There are, however, a number of procedures that may be helpful. Local school administrators need education in methods of administering vocational programs. There are still some state directors and supervisors and local directors who think they are the persons who administer vocational programs. This is only partly true. Local boards of education, district school superintendents and high school principals are powerful cogs in the administrative and supervisory wheel. Federal and state vocational appropriations are not increasing. With the expansion of vocational education, more funds are being raised at local levels, which puts local school boards and their executive officers more in the picture than ever before. They are becoming very important persons in the success or failure of local vocational education programs.

State and national vocational education conventions may appropriately have sections for local school boards, district superintendents and secondary school principals. In the past between ten and fifteen thousand of these administrators have annually attended the conventions of the American Association of School Administrators in Atlantic City, New Jersey. Some of them attend section meetings devoted to problems of administering vocational education programs at the local level. Are such section meetings not important in state and national vocational education conventions? If they are, vocational educators must take the initiative in establishing them. We cannot expect local school administrators to become greatly interested in vocational education unless vocational educators become greatly interested in them.

Public opinion is a powerful tool. This opinion is positive or negative depending upon the information the public receives. Vocational education may materially strengthen its procedures in public information. Every vocational education worker should consider himself a missionary to impart information to the public about vocational education.

Following are some procedures which seem to need added attention now:

1. Continuous systematic public information through newspapers, bulletins, magazines, radio and television.

2. Meetings with local administrators in public secondary schools to encourage the maintenance of community centered institutions for youth and adults.

3. Frequent reports of national, state and local vocational education accomplishments to state and national legislators, to boards of education, and to civic, business, agricultural and labor leaders.

4. Operation of active advisory councils and committees for all sections of vocational education at local, state and national levels.

5. Employment of the best instructional and supervisory procedures within the program itself.

These procedures may help all Americans to understand that vocational education is indeed an integral part of the main show in the big tent of education. This is a challenge to all vocational educators in our country today, for it is within their power to put the program there and keep it there.

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INDUSTRIAL ARTS AWARDS
FORD MOTOR COMPANY

Entries will be received express prepaid between May 1 and June 10, 1952. Hurry . . . write for free rules handbook and entry blanks now.

INDUSTRIAL ARTS AWARDS

FORD MOTOR COMPANY

2934 Schaefer Road, Dearborn, Michigan

Letters to the Editor

● I have just received the February issue of the JOURNAL and could not resist complimenting you upon the excellence of this issue.

Harry Schmid certainly did an excellent job as guest editor. We need more of this type of editorial.

The materials "from AVA headquarters" are the best thing for informing all of our members that has happened for a long, lone time. Whatever happens, let us be certain to hang on to that particular program. I am certain that any vocational group who reads this issue will be inspired and surely must realize the value of the contribution of the AVA.—L. E. CROSS, *Acting Executive Secretary, National Vocational Agricultural Teachers' Association.*

Editor's Note: As an example of good public relations, we publish here a letter which was sent to each member of Congress from the State of South Carolina by B. R. Turner, South Carolina State Director of Vocational Education.

"—Under separate cover we are mailing you with the compliments of the South Carolina Area Trade School, West Columbia, South Carolina, a package of telephone message blanks which your secretary may find very helpful.

This blank is a sample of the type training being given in one of our printing classes which is being conducted as a part of our vocational training program in South Carolina. Classes of this type are being conducted through funds made available by the federal vocational acts in cooperation with both state and local vocational funds. We appreciate the interest you have shown in the development of the vocational program both on the national and state level. . . ."

In the course of my work as a vocational counselor, I have met many references to your AMERICAN VOCATIONAL JOURNAL.—E. J. BUTT, *Lanarkshire, Scotland.*

• • •

Editor's Note: The following letter was received by Miles H. Anderson, California Assistant State Supervisor of Instructional Materials.

I wish to take this opportunity to compliment you on the fine article *Keeping Up to Date in Automotive Instruction* which was carried in the February issue of the JOURNAL.

I am sure articles such as this will do a great deal to improve automotive instruction in our public schools.—A. D. ALTHOUSE, *Detroit, Michigan, Supervisor of Vocational Education.*

• • •

The Department is returning the photographs lent by you to illustrate a reprint of the articles *Operation: Vo-Ag* and *They Did It in Hammond, Indiana.*

Your courtesy in making these pictures available to the Department for use in its overseas information program is deeply appreciated. . . —CHARLES P. ARNOT, *Assistant Administrator for Press Services, International Information Administration, Department of State.*

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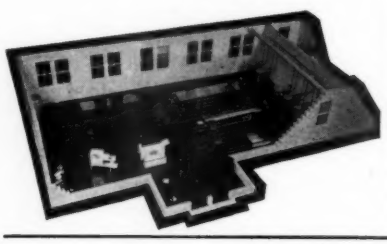

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Audio Visual Notes

● **Young America Films** has published a complete collection of the Teacher's Guides to accompany its classroom films, in the form of a bound volume containing the complete Guides for 118 YAF films. The volume is available for purchase at $2.50 per volume from any YAF dealer, or direct from Young America Films, Inc., 18 East 41st St., New York 17, N. Y.

• • •

● Two new filmstrips, *Exploring Electricity*, have been added to the already popular shop filmstrip series published by **The Chas. A. Bennett Co., Inc.** of Peoria, Illinois.

Exploring Electricity is based on the popular textbook, *Industrial-Arts Electricity* by Clifford K. Lush and Glenn E. Engle. This set is prepared to meet the needs of all courses in the fundamentals of electricity, such as industrial arts, introductory high school physics, or vocational classes.

It acquaints the beginner with some of the most interesting qualities of electricity and how it is controlled and used by man. Part I covers the sources of electricity, magnetism, the dry-cell, transformer, circuit, and how these are used. Part II demonstrates how electricity is conducted, the making of splices, operating motors, heating devices, etc.

These filmstrips are simply planned, thought-provoking and priced at only $6.25 net. New "package" offers are available on the other filmstrips in the shop series. The woodworking series, including *Making a Project With Hand Tools, Woodworking Machines, Furniture Joinery,* and *Safety "Know-how in the Woodshop* are priced at $3.25 each net, or $12.00 for the set. The metalworking series are $12.00 for the set or $3.25, each, net. This includes *Laying Out, Cutting, Filing, and Drilling, Bending and "Beating Down" Metal, Raising and Surface Decoration,* and *Jointing and Finishing Art Metal.* The entire set of ten in this shop series is priced at only $28.00 net.

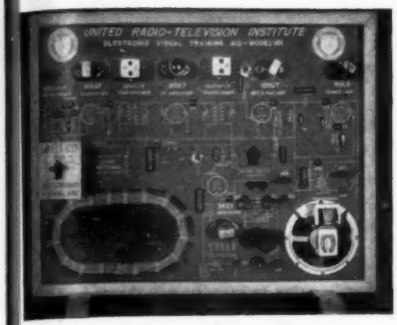
• • •

● Another milestone in filmstrip progress has just been reached with production of a new series of industrial education full-color filmstrips, *The Use of Machines in Our Industrial Life,* prepared by Audio-Visual Division of **Popular Science Publishing Company,** 353 Fourth Ave., N. Y. and **Walker-Turner Division, Kearney & Trecker Corporation.**

The only vocational shop series of its kind now available to teachers and training specialists, these filmstrips are designed for junior and senior high school industrial arts programs, vocational-industrial schools and apprentice training programs. Made up of six full-length, 50-frame filmstrips in natural color, the series covers *Circular Saw, Jig Saw, Band Saw, Drill Press,* and *Shaper.* All frames were specially staged and filmed at the Walker-Turner plant.

The series of 300 frames is accompanied by a fully illustrated Teaching Guide. The complete industrial filmstrip package of six strips and Teaching Guide is housed in a rugged, hard-cover file container. Price of the unit is $31.50.

. . . From Industry



Electronics is made easy with this new electronic training unit available from **United Radio Television Institute,** 237 Washington St., Newark 2, N. J. Model 101 for schools includes radio receiver, signal generator, condenser tester and sub. tube tester in one, easy to assemble kit.

• • •

● The Educational Department of **Stanley Tools,** New Britain, Connecticut, announces 2 new sets of 6 toy patterns, P1 and P2, for school shop instructors. Each set has 6 patterns printed on 11 x 17 inch pages, complete with hints for construction, assemblage, and finish procedures.

• • •

● To give farmers a chance to exchange ideas on making tools and equipment as well as machinery repairs, **The Lincoln Electric Company** announces the first issue of a new publication, *Farm Flashes*. Edited by Pete Sawyer, copies are available from Lincoln distributors throughout the country.

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● A new 160-page Band Tool Manual is available from **The DoAll Company,** Des Plaines, Ill. To broaden the know-how of this basic machining method, photos and drawings are used throughout to define band tool terminology, the 16 kinds of band tools, and their application to machining on band machines.

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● The **Utica Drop Forge & Tool Corporation** announces that 2 new compound-leverage, parallel-action pliers have been added to their line. Utica is also marketing a new 4 1/2 inch plier-snip for fine wire cutting.

• • •

● Twenty-three pieces of electrical farm equipment that can be easily built from materials found around the farm are described in a 32-page booklet available from the **Westinghouse Electric Corporation.** For this free booklet, B-4770-2, write to Service School, Dept. T, Westinghouse Electric Corporation, Box 1017, Pittsburgh, Pa.

• • •

● A fast, inexpensive way to make copies of records, drawings, engineering plans and other important documents is described in a new booklet (P-307) just released by **Remington Rand, Inc.,** 315 Fourth Ave., New York 10, N. Y. The brochure describes how the Portagraph unit copies anything regardless of paper, color of ink, pencil, crayon, type, printwork or handwriting. Points stressed are its ease of operation, photographic accuracy, elimination of darkroom and inexpensive use.

American Vocational Association PUBLICATIONS

AMERICAN VOCATIONAL ASSOCIATION: Your Professional Organization
The story of your association — a story of progress and promise. Learn what the AVA is doing to advance the well-being of vocational and industrial arts workers and to promote the development and improvement of these phases of education. *24 pages, 1951. Free*

SALARY INCENTIVES FOR TEACHERS OF INDUSTRIAL AND DISTRIBUTIVE EDUCATION
Sound reasons why salary schedules must be revised to assure a supply of competent instructors in these two vital fields. Includes selected examples of how some communities have met the problem of competition from business and industry for effective teachers. *24 pages, 1951. $.15.*

A NEW LOOK AT LIFE ADJUSTMENT EDUCATION
Prepared by a special AVA committee, this booklet points out how the educational practices developed in vocational programs can be applied to a sound program of education for the neglected 60 per cent of our high school population. *48 pages, 1950. $.25.*

VOCATIONAL ADVISORY COMMITTEES
A booklet prepared to promote the use of advisory committees by explaining their functions and describing their contributions to a sound vocational program. Will help educators realize maximum benefits from lay advisory groups. *40 pages, 1950. $.25.*

STUDIES IN INDUSTRIAL EDUCATION
The first bibliography of studies on the graduate level in industrial arts education, vocational industrial education, and technical education. An invaluable source of information for teacher trainers, students, and administrators. *160 pages, 1949. $1.00.*

SERVICE AREAS FOR VOCATIONAL SCHOOLS
A most valuable piece of reference material for persons contemplating the expansion of their vocational program. Gives complete information on procedure of establishing area vocational schools and describes types of area vocational programs now in operation. *36 pages, 1949. $.25.*

FACTORS AFFECTING THE SATISFACTIONS OF HOME ECONOMICS TEACHERS
Results of a nation-wide study by AVA Home Economics members to determine the reasons why women remain in or leave the teaching profession, including effects of teaching load, salary, community and school conditions, and family responsibilities. *96 pages, 1948. $.50.*

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Please send me the following publications.

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_____A New Look at Life Adjustment Education. $.25
_____Vocational Advisory Committees. $.25
_____Studies in Industrial Education. $1.00
_____Service Areas for Vocational Schools. $.25
_____Factors Affecting the Satisfactions of Home Economics Teachers. $.50

Enclosed is $_____to cover cost of these publications.

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AROUND THE NATION

Task Force Reports

The Task Force on the Handicapped set up in the Office of Defense Mobilization made its report to the Chairman of the Manpower Policy Committee on January 25. In brief, the Task Force found that:

● At least 2,000,000 handicapped persons can and should be rehabilitated into employment. Disease and accident are adding 250,000 annually to this number. The efficiency of rehabilitation is established in the total of 66,000 handicapped persons who became employable through state-federal programs in 1951.

● Full use of the handicapped is good business—as a manpower measure, as a financial measure, and as a demonstration of American democracy at work.

The Task Force recommended that local communities organize to meet the problems of the handicapped. They felt employers should re-examine their hiring practices from the standpoint of whether or not the qualified handicapped are included.

It was suggested that the nation's manpower program should include a policy statement to establish the employment of the handicapped and preparation of these persons for employment as necessary in the national interest.

Dr. M. D. Mobley, AVA's Executive Secretary, served as a member of the Task Force.

• • •

● The Burgard Vocational High School, Buffalo, New York, played host to men of the local automotive and trucking industry on March 6, 1952. An inspection tour of the school included visits to shops housing classes in automobile mechanics; truck, bus and trailer; diesel engine; aviation mechanics; marine engine and boat work; welding and printing shops; and laboratories and class rooms. A musical program was held in the evening and trophies were awarded to winners in the Western New York Commercial Vehicle Safety Contest. The open house was sponsored by the Truck and Bus Maintenance Association of Buffalo in cooperation with the Buffalo Board of Education and automotive sales, service, distributor, motor transport and supplier groups.

• • •

● Advanced homemaking students at Moscow High School (Idaho) exchanged classes with 4th period shop students for a 3-week period recently.

Hazel Freeman, Moscow homemaking teacher, reports that the boys were interested in several aspects of home and family living instruction that were offered. Miss Freeman says that the foods work was particularly popular and the boys carried "with pride the fruits of their efforts to teachers, classmates and parents."

Meanwhile, Moscow's homemaking students turned out such projects as sewing trays, bookends, and cut-out pictures in the school shop.

By popular demand, the exchange will be repeated during the second semester at Moscow.

• • •

● A new 32-page range reference handbook, highlighting protective cooking and nutrition research, is now available at five cents each from Consumer Service, Westinghouse Electric Corporation, Mansfield, O. The booklet describes a family nutrition study, made with special emphasis on cooking methods. A short history of cooking plus the construction, care, and use of electric ranges is given in addition to an outline of 8 principles of kitchen planning.

SENATOR GEORGE ASKS FOR FULL GEORGE-BARDEN FUNDS

Senator Walter F. George (l.) (Georgia) and Harry C. Schmid, AVA President, testified recently before the Subcommittee on Appropriations for the Labor Department and the Federal Security Agency. Both strongly urged approval of the full George-Barden authorization of ($29,300,000) for vocational education.

Excerpts from the testimony of Senator Walter F. George of Georgia before the Senate Subcommittee on Appropriations for the Labor Department and Federal Security Agency, March 11, 1952:

"Each year from 1938 to 1946, Congress appropriated under the provisions of the George-Deen Act the full authorization of $14,483,000.

"In terms of what money will buy today, this is actually more than is being appropriated at the present time ($19,123,000) under the provisions of the present act.

"The amount appropriated for 1952 and recommended for 1953 will not buy as much vocational education; that is, it will not take care of as much cost and provide the same facilities and teaching capacity as the $14,483,000 in 1940.

"As a nation as a whole we have enrolled only about forty per cent of the farm boys who need vocational education. There are approximately 5,000 secondary schools serving farm youth without programs of vocational agriculture.

"There are almost 7,000 secondary schools with no programs whatsoever in homemaking.

"We are reaching less than 50 per cent of the number that should be served with trade and industrial education.

"In the field of distributive education we have only scratched the surface so far as needs go. For the whole field of vocational education we are serving about 50 per cent of those who need such training in order to fit them for useful and productive work.

"It has just come to my attention that we are actually spending more federal dollars to aid foreign students who are brought to this country to study primarily American production and vocational methods and procedures than we are for aiding the entire vocational program for our own people.

"I am not opposing any of the efforts we are making, but simply I point this out as a fact.

"The total cost (of grants to foreign students in fiscal 1951) was more than $28 million, which is in excess of federal funds being made available for vocational education for our own people.

"It seems to me that we can at least afford to spend as many federal dollars for the vocational training of American youth and adults under the provisions of our present act as we do to aid foreign students in this and other countries.

"In light of my previous statements, it seems to me that we should appropriate for fiscal 1953 the full amount of $29,300,000 authorized by the George-Barden Act to help with the further development of vocational progress for our own people. Funds are greatly needed and in my estimation will do as much as any money we can appropriate to help strengthen America morally, economically, and militarily."

• • •

● The Vocational Industrial Club of Texas, better known as VIC, is now in its 5th year, with a membership of more than 1500.

VIC objectives are: to unite all students enrolled in trade and industrial classes throughout the state into one representative group; to provide opportunities for the development of leadership in civic, social and industrial pursuits among students; to promote high standards of workmanship and scholarship; and to bring industry in direct contact with students and the vocational industrial training program.

Leland B. Luchsinger is state adviser of the group which is state sponsored through the Vocational Industrial Division of the Texas Education Agency. An advisory council of 10 T & I instructors direct VIC activity throughout the state.

Highlights of annual state conventions are industrial exhibits, industrial tours, club and individual student exhibits, and industrial contests.

Industry actively cooperates with the Texas VIC in local as well as state wide events.

with vocational education

George Ware looks through a copy of his new book on porcelain. Also shown are a few pieces from Mr. Ware's extensive personal collection of rare china.

● George W. Ware, who served until recently as Chief of the Vocational Education Division of the United States High Commission in Germany, is the author of a new book, *German and Austrian Porcelain.*

Announced as the first volume on this subject by an American and the only book that shows how to make porcelain, Mr. Ware's work is available in both English and German. Published by the Lothar Woeller Press, Frankfurt, Germany, it can be ordered from George Efron, Distributor, 41 W. 83rd St., New York, N. Y.

Ware tells an intriguing story of the history and development of world-famed porcelain centers. Hailed by German art critics as "a landmark in art publication" his book will guide the amateur, offer invaluable references to the connoisseur, and provide important help for dealers and collectors.

Reproduction of 375 identifying factory marks from 28 factories of the 18th century, and 98 of the most prominent later enterprises are featured in approximate size and color. Mr. Ware also includes 178 typical reproductions of porcelain in possession of 23 museums and 18 collectors; a list of the 15 most famous auction and collection catalogs; 4-colored plates; and a 20-page appendix with bibliography and glossary.

Training the Labor Force for Defense Production

"The Department of Labor in cooperation with other interested agencies is developing national policies to meet the pressing need for the training of defense workers. Under these policies the long-range regular programs of apprenticeship, vocational education, and college training will be expanded in fields that will serve the defense mobilization effort. . . .

"Most of the training of defense workers that will be required will occur in the plants and on the job. However, on the basis of past experience, at least 10 percent will need training in vocational schools or colleges. Furthermore, about 10 percent of the defense workers will be supervisors and will have to be trained as such. Perhaps half of these persons will need training in schools or colleges to fit them for their new duties.

"While large employers can carry on their own training, many employers with smaller contracts, and particularly the subcontractors, may not be able to establish training programs of their own. These employers need guidance and assistance in training their workers. The vocational schools will also need greatly to expand their facilities and programs."—*Mobilizing Labor for Defense*, Thirty-Ninth Annual report of the Secretary of Labor, Washington, D. C.

• • •

● More than 600 farmers witnessed a forestry demonstration held on an estate near Mullins, S. C., on February 21.

H. L. Stoudemire, vo-ag instructor in Mullins, served as General Program Chairman. Overall direction was under the supervision of R. N. Hoskins, Industrial Forester for the Seaboard Air Line Railroad Company, sponsor of the cooperative program.

The Honorable John L. McMillan, Representative from the 6th Congressional District, South Carolina, was the main speaker. Presented by Warren T. White, Seaboard's Assistant Vice President, Congressman McMillan praised Seaboard's forestry development program and commended the total vocational agriculture program.

R. D. Anderson, South Carolina State Supervisor of Vocational Agriculture, delivered the address of welcome.

EFFECT OF REDUCED DE FUNDS IN '51

Editor's Note: The facts contained in the following statement were presented to the Senate Subcommittee that handles appropriations for vocational education by Dr. R. W. Gregory, U. S. Assistant Commissioner for Vocational Education.

Thirty-five states and territories received less support from federal funds for the development of vocational education in the distributive occupations in 1951 than they received in 1950. Only nine states received for 1951 more than the $15,000 minimum specified in the George-Barden Act. In a nationwide survey conducted early in the fall of 1951, by the American Vocational Association, reports received from the 35 states affected by the reduction contained, among many others, the following statements:

"In Arkansas it has been necessary to discontinue five cooperative part-time classes and 35 adult extension classes, and to reduce the reimbursement of the salaries of extension teachers from 100 per cent to 50 per cent.

Kansas reports, "Loss of 5,000 enrollment in adult extension program."

In California, "Classes for small businesses and their employees in 100 small and medium-sized communities had to be discontinued."

In Connecticut, "No funds available to reimburse high school cooperative programs."

Louisiana reported that, "It will be necessary to discontinue 10 cooperative part-time classes. Classes enrolling 3,000 employees from small businesses, taught by itinerants, will have to be discontinued. The services of 15 adult extension teachers were discontinued."

Texas reports that, "A total of 103 different classes for adult workers have had to be discontinued."

In the state of Washington the report shows that, "The adult extension program will be reduced by approximately one-third."

In Georgia, "Food sanitation training enrolling 1,400 will be discontinued."

Kentucky reported that, "The services of four itinerant or circuit teachers who serve the small businesses in small communities will be discontinued."

The Tennessee report shows that, "The services of 28 local adult extension teachers were discontinued," and that, "it will be necessary to completely eliminate the reimbursement of salaries of teachers of adult extension classes."

These reports indicate that the states have not been able to absorb in their distributive education programs the costs of classes for prospective workers, and that many boys and girls will be denied training which is important to their livelihood.

• • •

● The **Delta Power Tool Division** of the Rockwell Manufacturing Company announces the following judges for the "School Shops for Today and Tomorrow" contest: Gilbert G. Weaver, New York State Director of Training; William W. Theissen, Milwaukee, Wisconsin, Assistant Superintendent of Schools; Chris H. Groneman, Head, Industrial Education Department, Texas A & M; C. C. Caveny, Dean of the Chicago Campus, University of Illinois; and Hans W. Schmid, School Building Planning Consultant.

LOCAL SUPERVISOR

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AAA Driver Education Teaching Aids

High schools expanding their programs in safety education will find a complete driver education "package" available from the American Automobile Association. Driver education is a comparatively new subject in which many teachers are facing pioneering problems, such as limited graded resource material. To meet this need, the AAA has developed a series of constructive, educational tools

The complete set includes a textbook, teacher's manual, objective tests, practice driving guides, and a project workbook.

The text, *Sportsmanlike Driving*, emphasizes development of sound driver attitudes and acceptance of the social responsibilities of both driver and pedestrian.

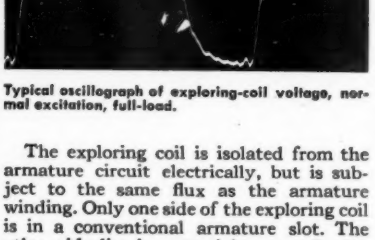
The *Project Workbook in Driver Education* designed to accompany the text is a thought-stimulating educational tool and not a substitute for classroom work.

The *Teacher's Manual* contains an abundance of practical suggestions for classroom and practice driving problems and activities. Objective tests come in packs of 25 copies, with instruction sheet and scoring card. Answer sheets are separate.

The *Driving Guides* summarize the exact steps to be followed in a practice driving lesson

For further information about these valuable driver education teaching aids, write to American Automobile Association, 17th and Pennsylvania Avenue, N. W., Washington 6, D. C.

GE exploring coil GENERATOR



Typical oscillograph of exploring-coil voltage, normal excitation, full-load.

Professor F. Wahler of the Polytechnic Institute of Brooklyn, N. Y. says:
"The spontaneous enthusiasm shown by students using this exploring-coil generator to study armature reaction, proves that it is a 'must' for all electrical machinery laboratories."

The exploring coil is isolated from the armature circuit electrically, but is subject to the same flux as the armature winding. Only one side of the exploring coil is in a conventional armature slot. The other side lies in a special groove in the armature shaft and this side of the coil is not in the flux path. In effect, the exploring coil gives a true indication of a single conductor cutting the flux of the machine.

General Electric Company, Section 687-71 Schenectady 5, N. Y.

Please send me bulletin GEC-747 on the Exploring-Coil Generator.

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GENERAL ELECTRIC

Association NEWS and NOTES

Angeline W. Forrest, (r.) MVA Convention General Chairman and President, Southeastern chapter; and MVA President Carroll H. Fuller (Chairman Ex-officio).

● The Southeastern Chapter of the **Massachusetts Vocational Association** will be host to the Massachusetts Vocational Association Annual State Convention in New Bedford, Massachusetts, May 10. Convention Headquarters will be the New Bedford Hotel.

Carroll H. Fuller, President of MVA and an instructor in New Bedford Vocational High School, is Chairman ex-officio of the Convention. Other officers of the Convention committee are: William R. Mackintosh, Director, New Bedford Vocational High School, Honorary Chairman; Angeline W. Forrest, President, Southeastern Chapter of MVA, General Chairman; Mary E. Sheerin, instructor, New Bedford Vocational High School, Co-chairman and Treasurer; Anna F. McGurk, instructor, New Bedford Continuation School, Secretary.

The morning's program of the Convention will feature the Fifth Anniversary of the Quarter Century Club which was organized in New Bedford, May 10, 1947. At that time 100 teachers became charter members. The late Dr. Robert O. Small, former Director of Vocational Education in Massachusetts, was elected the club's first President.

Present officers are: Frank L. Mason, Quincy Trade High School, President; Mildred M. Shay of Northbridge High School, Secretary; and Herbert W. Moore of New Bedford Vocational High School, Chairman of the 1952 Quarter-Century Club Committee which is arranging the anniversary celebration.

Greetings from the Massachusetts State Department of Education will be given by Dr. M. Norcross Stratton, Massachusetts State Director of Vocational Education.

Margaret T. C. Murphy, President of the Massachusetts Federation of Teachers and one of the vice-presidents of the National Education Association, will be the morning speaker for the general assembly. Miss Murphy is a faculty member of New Bedford High School.

The after dinner speakers will include the Hon. Edward C. Peirce, Mayor of New Bedford, and Dr. M. D. Mobley, AVA's Executive Secretary.

Charles Carroll, world traveler and news analyst, will give the afternoon address.

Vocational Education in New Bedford has a unique history due to the fact that Charles Ricketson Allen, an outstanding pioneer in vocational education was born in this city. Convinced that there was a great need for vocational education he left his position as faculty member in the high school in 1908 to organize the Industrial School which later became a state-aided vocational school.

From this position Mr. Allen's responsibilities and contributions to vocational education were legend. As agent for Industrial Education and Acting Deputy Commissioner of Vocational Education in Massachusetts, Mr. Allen developed a fundamental technique in vocational teacher-training, which has since been widely accepted throughout the United States and many foreign countries.

As a consultant and member of the Federal Board for Vocational Education, Charles Allen's greatest contribution to education was made in the division of foremanship training. From this pioneer experiment his principles and their application spread from state to state and industry to industry. It has been said of Charles R. Allen—"one man who is undeniably a genius because he has worked hard in a cause that he believed would enable him to contribute most to the World's Work."

DECA CONVENTION in Wichita, April 20-23

Wichita will be the convention city for the sixth annual convention of the Distributive Education Clubs of America, April 20-23, according to an announcement from Joe Stephens of Cleburne, Texas. Stephens is student President of the organization in which students work half a day in selected retail, wholesale, and service establishments, and receive compensation for their services. The other half day is spent in school under trained coordinators, studying the problems of selling merchandise or services. Seniors in high school and college students are eligible for the course.

These clubs are a national organization similar to Future Farmers, except that their work laboratory is the city store or service establishment.

In the last five years, the Distributive Education Clubs have spread from coast to coast and to Hawaii and Puerto Rico. The Wichita convention is expected to draw the largest delegate attendance in the history of the organization. A new feature of this year's convention will be a Window Display, Judging a Sales Demonstration, and Applying For and Securing a Job. Delegates from Oregon to New York and from California to Georgia have already announced their intention of coming to Wichita.

Adult sponsors of the clubs include Ralph Rush, Virginia assistant State Supervisor of Distributive Education, Chairman of the Board of Trustees; Lodie Clark, Distributive Education Teacher Trainer, University of Indiana, Bloomington, Chairman of the National Advisory Committee; and Daryl Nichols, District Supervisor of Distributive Education, Jefferson City, Missouri, Program Chairman of the convention.

The convention committee consists of H. D. Shotwell of Topeka, Kansas State Supervisor of Business Education, Chairman; W. B. Skelton of Wichita, Local Chairman; Marguerite Loos, Ohio State Supervisor of Distributive Education; and E. A. Bettage and E. L. Meader of Wichita. William Serrault, Salina, is student treasurer of DECA.

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● The Executive Committee of the **Georgia Vocational Association** announces that Dr. Joseph R. Strobel, Professor of Industrial Education at Ohio State University, will speak at the anual Vocational Breakfast, scheduled for April 4 at the Ansley Hotel in Atlanta.

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● S. D. Mitchell, former Secretary-Treasurer of the **Arkansas Vocational Association,** has been replaced by C. R. Wilkey, Arkansas State Supervisor of Agricultural Education. Mr. Mitchell left the vocational service to accept a position with private enterprise in Dardenelle.

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● *Vocational Education Serves Alabama* is a new publication of the **Alabama Vocational Association.** It features articles on vocational agriculture, home economics, industrial education, rehabilitation, and the crippled children service.

Members of the Editing Committee are E. L. McGraw, Mary C. Reed, F. C. Williamson, Shelton W. McLelland, and D. B. Byrne.

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● In the next few months a series of regional conferences of adult educators, intended to blanket the U. S., will be conducted by the **Adult Education Association** in cooperation with regional, state, and local groups.

Organized in April, 1951, AEA is scheduling its 2nd annual convention at Michigan State College October 20-23.

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Harry C. Schmid, AVA President, is shown at right receiving an official FFA paper weight from Minnesota's FFA President, William Sorem. State FFA Treasurer, Wayne Haglin, center, watches the presentation. The ceremony was part of Minnesota FFA week activities. Governor C. Elmer Anderson proclaimed February 16th-23rd Future Farmer Week in Minnesota to concur with the dates of National FFA Week.

Sylvester Testifies for AVA

Dr. Charles W. Sylvester, Baltimore, Maryland, Assistant Superintendent of Schools and AVA's Treasurer, testified recently before the Veterans' Affairs Committee of the U. S. House of Representatives in behalf of AVA.

Presented here are excerpts from Dr. Sylvester's statement:

"Our association firmly believes that the educational and training benefits which have been provided thus far for the veterans of World War II should be continued for the benefit of the veterans now under consideration. The regulations, rules, standards and operating practices should be tightened up in order to stop abuses of all kinds, the waste of funds, training rackets, and willful violation of contracts. Provisions should be made to protect and safeguard the interest of the veterans and the public schools. We want to be equally sure that the public schools are protected and safeguarded against any interference by outside agencies, including government administration.

"This presentation will be confined largely to vocational training for veterans in the trade and industrial fields although many of the proposals will apply equally as well to other vocational education services.

"Three kinds of schools of less than college grade will be concerned with the training of veterans under the contemplated legislation. They are as follows:

The public vocational schools and the vocational departments in the secondary schools of the various communities.

The privately endowed, non-profit vocational schools which are usually well-established and provide excellent training in the courses which they offer. ..They are not concerned with the making of profits.

The private profit schools of long standing which include those with several years of experience in vocational training.

"The public vocational schools and departments for which our membership is responsible have well-established administrative, supervisory, and instrumental organizations. They are a part of the community in which they operate and must, therefore, conform to community opinions and be operated on a sound structural basis. The vocational training of veterans could well be the responsibility of the vocational schools of the state and local community. They are regulated by state plans which include the maintenance of proper standards of training, personnel, equipment, and courses. These programs have been in operation throughout the nation broadly since the enactment of the Federal Smith-Hughes Act in 1917.

"Trade Advisory Committees made up of representatives of employers and labor operate very effectively in carrying on programs at the local level. . .

"It is felt that a vocational board should be provided at the national level in order that assistance might constantly be given to the government authorities responsible for the education and rehabilitation of veterans. Such a board should have authority to assure proper protection and training to the veterans concerned. This board should consist of vocational educators in the field of trade and industrial education.

"It is believed that the cost of training veterans can be provided at a minimum if the training program is carried on under proper auspices. . .

"Attention should be given to simplifying the contracts with the public schools. The cost data of a previous period, based on budgetory estimates, should be arrived at uniformly throughout the United States. The salaries of teachers should be in line with the prevailing salaries of teachers in the schools. It should also be possible to increase the salaries of teachers in line with other teachers in the schools.

"As far as possible the program should be uniform in the various states. . .

"The regulations and policies set up by the Veterans Administration should be uniform throughout the United States. The public schools should be given the same privileges and rights in carrying on training as those given to other schools including the courses operated for profit. . .

"Adequate guidance and testing services should be available to all veterans. It is believed that such a service would be more effective if carried on under public school auspices, by officials who fully understand the local conditions. . .

"Attention should be given to properly qualified teachers. The qualifications should be equal to the standard qualifications for other teachers in the public vocational schools. . .

"Funds for the operation of the public schools are made available in advance. The operation of the Vocational Training Program will impose hardships on most local communities unless provision is made for adequate advance payments. . .

"In general, trade or technical courses should be offered on a full time basis with a minimum of 30 hours a week of attendance. Under certain conditions courses might be offered on a part time basis, but never less than 15 hours a week.

"The educational institutions should be given the full responsibility and authority for administering educational phases of the Veterans Vocational Training Program. Unless there is a reasonable opportunity for employment of veterans following training, there is a grave question as to the advisability of the veterans program.

"The administration of the Veterans Administration should not have the last and final authority in determining whether the provisions of the law are being met, especially if they concern encroachment of the federal government on the training program. This should be left to the review of the courts.

"Consideration should be given to the extent of the responsibility of the Veterans Administration. It should be restricted to the certification of eligibility, payment of subsistence, tuition, and other services rendered by the schools."

The Journal Editorial Board, l to r: Dr. Maurice Baker, Distributive Education; Russell K. Britton, Industrial Education; Dr. R. Lee Hornbake, Industrial Arts; Dorothy Davis, Managing Editor; Dr. M. D. Mobley, Editor-in-Chief; Arthur L. Walker, Business Education; Morris Abrams, Agricultural Education; and Dr. Evelyn Herrington, Home Economics, at a recent meeting in Washington.

Personals

Alton D. Hill has returned to the United States after 7 years of service to vocational education in Europe. For the past two and one-half years he served as vocational education adviser to the U. S. High Commissioner for Germany.

Mr. Hill earned his Master's Degree at the University of Minnesota where he taught industrial education and trained T & I instructors for 4 years. His professional experience also includes several years as an industrial arts and vocational instructor; instructor of industrial education, Nebraska State Teachers College, Kearney; vocational coordinator, Austin, Minnesota; and Minnesota Assistant State Supervisor of Trade and Industrial Education. He has completed part of the academic work necessary for the doctor's degree at Penn State College.

Mr. Hill can be reached temporarily through the AVA offices at 1010 Vermont Ave., N. W., Washington 5, D. C.

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● **Frederick G. Leasure,** who is serving UNESCO in Paris, Frances, as a Program Specialist in Technical and Vocational Education, visited the AVA headquarters office recently.

Mr. Leasure addressed the 1946 AVA Convention in Buffalo, N. Y., as a general program speaker.

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● **Dennis M. Crowley,** Massachusetts vocational agriculture instructor, has been appointed a Trustee of the University of Massachusetts by Governor Paul A. Dever. Mr. Crowley, a former vo-ag student, received his B.S. and M.S. Degree at the University of Massachusetts, and for 22 years served as teacher of vocational agriculture at Jamaica Plain High School, Boston. He acted as Vice President of the Massachusetts Association of Agricultural Teachers in 1948-49 and has served on numerous association committees.

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H. N. PARKS

H. N. Parks, District Supervisor of Vocational Agriculture in middle Tennessee for the past 7 years, died on January 15, 1952.

In spite of ill health for the last several years, Mr. Parks refused offers of less strenuous tasks and devoted all of his energy to the work he loved.

G. E. Freeman, Tennessee State Director of Vocational Education stated that:

"The vacancy which his death created will eventually be filled, but Horace Parks will never be replaced. We lost a capable leader and a sincere friend, but he will continue to live as a worthy example for all of us in our treasured memories."

● **James McKinney,** who recently retired from his position as Executive Vice President of the American Technical Society, has been appointed Chairman of the Society's Board of Trustees.

C. M. Elliott was elected Executive Vice President to succeed Mr. McKinney.

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● **Alexander C. Ducat,** Assistant Director, Veterans Vocational School, Troy, New York, is leaving in March to be Director of Vocational and Technical Education with the Mutual Security Agency for the Government of the Union of Burma. This will be a two to three year assignment. His responsibilities will include the planning, organization and general direction of (a) a technical institute which provides training for foremen, skilled technicians and sub-professional engineers in the fields of mechanical, civil, and electrical engineering; (b) a training center for motor and radio mechanics, electricians; and (c) mobile units for teaching villagers soap making, weaving, leather work, bamboo utilization, pottery, etc.

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● **Robert C. Stucker** of Cleveland, Ohio, has been appointed General Manager of the Educational Lumber Division of the Hardwood Corporation of America, Asheville, N. C.

Mr. Stucker is widely known in the educational field and brings to his new association 38 years of experience in the lumber and millwork industry. For the past 23 years, he has worked exclusively in the field of industrial education.

They Visited Us . . .

During the past month, the AVA headquarters staff was pleased to welcome the following visitors who signed the official guest book:

DR. EVELYN M. HERRINGTON, Syracuse N. Y.
ELMER K. ZELLER, Upper Marlboro, Md.
MORRIS N. ABRAMS, College Station, Tex.
ARTHUR L. WALKER, Richmond, Va.
DR. R. LEE HORNBAKE, College Park, Md.
W. MAURICE BAKER, Lexington, Ky.
RUSSELL K. BRITTON, Denver, Colo.
BUD S. MOSS, Atlanta, Ga.
HAROLD H. BEATY, New York, N. Y.
J. S. NOFFSINGER, Washington, D. C.
ELLA H. MCNAUGHTON, Washington, D. C.
MARGARET MANGER, Washington, D. C.
CLYDE H. WILSON, Knoxville, Tenn.
OSCAR I. PAULSON, Salem, Ore.
RALPH E. HOOD, Brunswick, Ga.
STUART ANDERSON, Lima, Peru
A. B. BONDS, JR., Little Rock, Ark.
A. P. FATHERREE, Jackson, Miss.
MICHAEL MCGARRY, Philadelphia, Pa.
CHARLES S. MANNING, Philadelphia, Pa.
JAMIE WOMMACK, Covington, Ga.
V. L. PICKENS, Kansas City, Mo.
S. J. PAWELEK, Baltimore, Md.
ROY G. FALES, Albany, N. Y.
CHRIS H. GRONEMAN, College Station, Tex.
S. L. COOVER, California, Pa.
JOHN R. LUDINGTON, Washington, D. C.
GILBERT G. WEAVER, New York, N. Y.

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Books and Bulletins

Southern Forestry, by Charles N. Elliott and M. D. Mobley. Turner E. Smith and Company, 441 W. Peachtree St., N. E., Atlanta, Ga., 1949. 494 pages, $3.39 (with a 25 per cent discount to schools and teachers).

This regional textbook for schools is practically written by a forester and a teacher after several years of testing in boys camps and in field demonstrations. Imagination and appeal thread the instruction.

• • •

Swine Husbandry, by M. E. Ensminger. The Interstate Printers and Publishers, Danville, Ill., 1952. 378 pages, $3.50.

This new volume in the Animal Agriculture Series, meets the need for a practical, yet scientific, reference book on swine production. Presented as a high school and college textbook it contains information on development of the swine industry, types and breeds, breeding and feeding, pastures, buildings and equipment, swine health, marketing, and selecting, showing, and judging swine.

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How to Establish and Operate a Retail Store, by O. Preston Robinson and Kenneth S. Haas. Prentice-Hall, Inc., 70 Fifth Ave., New York 11, N. Y., 1952. 435 pages, $5.00.

This completely revised edition, designed for the conscientious beginning retailer, is a useful guide for all students of small-store merchandising. All of the important problems of financing, organizing, locating, arranging, and operating a small retail store are discussed, with emphasis on modern, up-to-date techniques and procedures. An over-all picture of retailing is presented in terms of competition, advancement, income earnings, and personal and financial requisites.

• • •

Education for Safety Through the School Shop. Association of Casualty and Surety Companies, Accident Prevention Department, 60 John St., New York 38, N. Y., 1951. $1.10.

Basic rules of safety applicable to each of the school shop courses generally taught throughout the country are presented, so arranged that the safety information is integrated with the balance of the instructional material.

• • •

How to Make Your Own Furniture, by Henry Lionel Williams. Simons Boardman Publishing Corporation, New York, N. Y., 1951. 179 pages, $3.95.

Complete, easy-to-follow instructions on how to construct articles of furniture for your own use. Diagrams and illustrations make this a particularly practical and useful book.

• • •

Leather Tooling and Carving Patterns, by Chris Groneman. Laurel Publishers, Scranton 9, Pennsylvania. 12 sheets.

A new and intriguing set of patterns for use in leather crafts. Information about materials to use and detailed instructions for work are included.

Building Trades Blueprint Reading and Sketching. Delmar Publishers, 650 Broadway, Albany 1, N. Y., 1952. 190 pages; plastic bound $2.50, cloth bound $4.25.

A joint development of the Connecticut State Education Department and Delmar Publishers, this basic course in blueprint reading and sketching presents sound and workable instruction material which has been proved successful in actual use. The arrangement of content into instructional units (each one self-complete, liberally illustrated, and including review and assignment problems) allows flexibility in its use for specific local requirements.

A Procedure for Evaluating a Local Program of Trade and Industrial Education. American Technical Society, 848 E. 58th St., Chicago, Ill., 1952. 64 pages, spiral binding, $1.50.

Standard criteria for studying the effectiveness of industrial education programs are now available to school people interested in improving vocational opportunities for youth. The criteria and procedures for evaluation presented were developed by a joint committee from three groups associated with the AVA—The National Assoc. of State Supervisors of Trade & Industrial Education, the National Assoc. of Local Administrators of Vocational Education & Practical Arts, and the National Assoc. of Industrial Teacher Trainers, in cooperation with the U. S. Office of Education.

Industrial Arts in Pennsylvania. Bulletin 331, Department of Public Instruction, Commonwealth of Pennsylvania, Harrisburg, Pa., 1951. 115 pages, $1.00.

Required in junior high school and an essential offering in senior high school, industrial arts is emphasized in industrial Pennsylvania's educational program. This well-illustrated bulletin summarizes the experience gained in operating a growing program over a number of years. It presents to school administrators, supervisors, and teachers a complete and concise picture of the various aspects of providing, organizing, and conducting industrial arts in the secondary school.

• • •

Foundry Work, by Edwin W. Doe. John Wiley & Sons, Inc., 440 Fourth Avenue, New York 16, N. Y., 1951. 105 pages, $1.76.

Prepared to teach simple principles of foundry practice, this text is useful in both industrial arts classes or technical schools.

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Looking Toward a Vocation (The Junior Citizen Series), by William Clark Trow, Rosalind M. Zapf, and Harry C. McKown. McGraw-Hill Book Co., Inc., 330 W. 42nd St., New York 18, N. Y., second edition, 1951. 64 pages, 80 cents.

A workbook to help make the junior high school student conscious of the relationship of his present activities to his future work life. The multiplicity of existing occupations is stressed along with a common-sense basis for making wise vocational choices.